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ABSTRACT

California is the only state to require school-violence training as a condition for state certification of teachers, school administrators, and pupil service personnel. This report presents findings of a study conducted by the State of California Commission on Teacher Credentialing's advisory panel on school violence. The study identifies the effects of school violence on students and school effectiveness and describes the preparation of certified personnel to cope with such behavior. Data were derived from focus-group sessions conducted with over 600 participants and from surveys that elicited responses from over 1,000 California educators, 360 educators from colleges and universities in 44 states, almost 100 school board members, and credential coordinators from 49 states. Focus group participants most frequently mentioned ethnic/cultural ignorance and gangs as the causes of school violence. They most frequently suggested implementing a multicultural curriculum and involving community agencies and law enforcement in partnerships as strategies to address school violence. They also reported that staff need training in multicultural sensitivity and conflict management. Of the hundreds of different experiences with violence, no single category was mentioned by more than 10 percent of the focus group. A large percentage of survey respondents said that violence was not a very big problem. Most educators responding to the survey felt unprepared to address school violence, and over 60 percent of all educators said that they wanted school-violence training. Extensive recommendations are made for teachers, administrators, student personnel service providers, other educators, educational system consumers, criminal justice agencies, local communities, and the Legislature. Thirty-two figures are included. (LMI)

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Creating Caring Relationships to Foster Academic Excellence

Recommendation For Reducing Violence in California Schools

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Final Report

Advisory Panel on School Violence
Commission on Teacher Credentialing
State of California
October 1995

EA 027 164

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Final Report

Creating Caring Relationships to Foster Academic Excellence

Recommendations For Reducing Violence in California Schools

Prepared by
Joseph D. Dear, Ed.D.
Consultant in Program Evaluation and Research
and the
Advisory Panel on School Violence
October 1995

State of
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1992-95

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Advanced Students' Master's Degree Thesis Projects

Graduate Students in the Division of Social Work at California State University, Sacramento Used Information Collected by the Panel for their Master's Degree Theses in 1994.

Name	Thesis Title
Jeffrey Cowen B.A., CSU Sacramento	*How Other States Are Addressing The Problem Of School Violence*
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Sangita Narayan B.A., CSU Sacramento	*How California School Administrators Are Addressing School Violence*
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Kathleen Scott B.A., UC Berkeley	*How California Teachers Are Addressing School Violence*
Kristina Wong B.A., UC Irvine	*Statewide Focus Groups On School Violence In California*

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Acknowledgments

Original Collaborators

This report and its recommendations would not have been possible without the teamwork and cooperation of literally hundreds of people. The diligent and persistent activists in southern California, including advisory panelist Gus Frias of the Los Angeles County Office of Education, who convinced state Senator Cecil Green to sponsor Senate Bill 2460, in 1990, enabled the Commission to move forward on this very important issue. Senator Green's office staff, the Office of Criminal Justice Planning, the California Department of Education, the California School Boards Association, as well as many other organizations and individuals provided the pool of more than 100 very well qualified nominees from which the 16 advisory panel members were chosen.

Statewide Participation

At their initial meeting, panel members determined a need for statewide data on the prevalence of violence in schools. County school superintendents and their staffs were very instrumental in assisting the panel in gathering the data by setting up focus group meetings, first to gather initial data and then to provide feedback on tentative recommendations. The panel could not have completed its study without the assistance of County Superintendents of Education and their staffs in Alameda, Fresno, Los Angeles, Merced, Orange, Riverside, Sacramento, San Bernardino, San Diego, Santa Barbara, and Shasta Counties. Likewise, college and university deans in those same 11 counties were instrumental in assisting the panel to set up feedback sessions with credential candidates and university personnel. Also public school students, administrators, teachers, counselors, parents, and community representatives are to be commended for their participation at various points in the panel's work.

County school superintendents and their staffs were very instrumental in assisting the panel in setting up focus group meetings, first to gather initial data and then to provide feedback on tentative recommendations.

Graduate Student Involvement

The panel will always be indebted to Professor John Coney, faculty advisor in the Division of Social Work, California

State University, Sacramento for his tireless efforts to work with seven graduate students who accepted this project as the research for their master's degree theses. Analysis of the survey and focus group data and the literature reviews by Jeff Cowen, Mikie Higgins, Theresa Leal, Sangita Narayan, Almira Paner, Kathleen Scott, and Kristina Wong were extremely helpful.

National Involvement

There were also federal, state and local government officials who provided extensive documentation and other information on the topic of school violence. Numerous program coordinators from throughout the United States, but especially from here in California, also contributed significantly to the panel's information base. Over 680 California credential candidates, college and university faculty and administrators responded to survey questionnaires. In addition, the panel feels fortunate to have received a 100 percent response to a survey sent to the Commission's counterpart agencies in the other 49 states. We also extend a warm thanks to the 364 college and university credential program coordinators in 44 states from throughout the United States who responded to a panel survey.

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Productive Advisory Panelists

Lastly, and certainly most importantly, the advisory panel members and liaison members, who served as active, productive panelists, for over three years to make this report possible, are to be commended. They also deserve a heart-felt thanks for spending hours in panel meetings, subcommittee meetings, focus group sessions, independent visits to exemplary programs, as well as numerous hours reading various documents. Special thanks go to members of the panel whose assistance during the closing months of the panel's work on the final report was much appreciated. Michael Furlong, Dorie Marshall and Marcel Soriano served beyond the call of duty. A list of this hard-working panel's members can be found on previous pages.

Clerical Support

A special thanks must also be extended to Carol Roberts who got to know most panelists and graduate students working on the project on a first-name basis. In addition to scheduling most of the panel meetings, processing panelists' reimbursement forms and translating the panel's notes, she also performed numerous other duties as secretary to the advisory panel coordinator.

> The panel received a 100 percent response to a survey sent to the Commission's counterpart agencies in the other 49 states.

Introduction

Fights, Drive-by Shootings, and Verbal Put Downs or Name Callings all Disrupt the Educational Process. They are Prohibitively Expensive Because They Strain Existing and Limited School Resources. They Must be Prevented or Managed Properly Whenever They Occur.

The Big Picture

Government officials, researchers, and especially educators must consider the "big picture" as they develop strategies to address violence in schools (and in the home, the community, and society as a whole). *Any act that causes harm* must be incorporated into the definition of violence. Otherwise we will never get at the root causes of the more serious violent acts that have been catching everyone's attention lately.

Any Violence Disrupts

News from throughout the United States has focused on incidents such as shootings, rapes, knifings, and other sensational acts of violence in American schools. Many educators, however, are equally concerned about the more subtle and much more frequent acts of violence that occur daily on most campuses, such as personal put-downs, verbal threats, and various forms of harassment and neglect that can eventually lead to more serious violence.[1] Whichever end of the school violence spectrum one chooses to ponder, the ultimate concern is very familiar—fear, a negative school climate, and the disruption of learning. These things, unfortunately, drain school resources and interfere with the educational process and must be addressed, immediately.

Media "Sound Bites"

In four major national newspapers (Los Angeles Times, Washington Post, Wall Street Journal, and the Christian Science Monitor) nearly half of the articles written over an eleven-year period abstracted under the key phrase "school violence" were published during 1992 and 1993. That is, the phrase "school violence" appeared the same number of times during the previous nine years (1982 to 1991) as it did in the two-year period of 1992 to 1993.[2] With that kind of media attention and the resulting public concern, it becomes easy to justify shifting valuable and limited resources from education to pay for armed security, metal detectors, and self-defense seminars for school personnel. Such reactions, however, do not resolve the underlying causes of violence in schools.

Educators Should Educate

Severe acts of violence such as shootings, rape and assault are best handled by law enforcement and the criminal justice system. The school's focus should be on basic academic development and, to a lesser extent, personal and social enhancement. Research has shown a direct connection between serious acts of violence and the more subtle forms of "harm" such as pushing, shoving, name calling and various other forms of harassment and neglect.[3] Educators and other school personnel can do a lot about "nipping in the bud" these more subtle forms of harm before they grow into seriously violent acts. Oftentimes educators and other school officials simply need to be made aware of the dangers inherent in their own inconsistent behavior. They need to be mindful of their own modeling behavior, set high expectation levels for students in all areas, be consistent with enforcing school rules and discipline, and show genuine caring and concern for students and colleagues at their school.

Research has shown a direct connection between serious acts of violence and the more subtle forms of "harm" such as pushing, shoving, name calling and various other forms of harassment and neglect. Educators and other school personnel can do a lot about "nipping in the bud" these more subtle forms of harm before they grow into seriously violent acts.[3]

Wasted Time

The strain of violence shows up when teachers' time is diverted from teaching, counselors' time is distracted from helping students with career exploration, administrators' time is taken from program planning, and students' time is taken from serious academic study. When valuable time is taken from the students' and school personnel's peace of mind, anxiety and dissatisfaction become pervasive.

Collaborative Efforts Needed to Prevent All Forms of Harm

In the three years since the panel's effort got underway, it has become clear that schools alone cannot make a lasting impact on reducing violence in California schools. As one considers the "big picture" of the problem, the continuum of violence becomes evident—moving from life threatening acts of violence such as shootings and rape, to physically violent acts such as fights and other forms of assaults, to psychological forms of violence, such as put-downs and other verbal abuse, to social forms of violence, such as social isolation and ostracizing, to developmental forms of violence, such as neglect and the failure to empower students to achieve.[4] Schools are part of the greater society and they reflect the values and behaviors common to the local community. Schools must seek assistance from community members because of the increasing problems, differences, and circumstances students bring to school, e.g., cultural, ethnic, racial, developmental, and/or behavior patterns and lifestyles.[5] Everyone must be involved in addressing the "big picture" of violence. Teachers, students, administrators, and school support personnel must themselves be committed, but they must also reach out for help to parents, health and human service providers, law enforcement, and other community groups in order to create safe environments where students can learn, teachers can teach and other educators can play their support roles.

> Resilient youth overcome difficult home and community environments when adults are caring and expectations are high, when relationships with peers and/or school personnel are good, and when wholesome interaction with their communities is encouraged.[6, 7]

Resilient Youth

Research by both Bernard and Hawkins has shown that many youth who live in high risk environments are resilient enough to overcome the many stressors of their environment and become successful, productive people, despite what seem to be impossible odds. Resilient youth overcome difficult home and community environments when adults are caring and expectations are high, when relationships with peers and/or school personnel are good, and when wholesome interactions with their communities are encouraged.[6, 7]

Violence can be seen as manageable and even preventable when one looks at setting an appropriate foundation to prevent harm, developing character, self-esteem and personal and social responsibility, and setting the stage for schools to develop positive, life-affirming environments.

References and Other Supportive Documentation

(For Introduction)

1. The Parliament of the Commonwealth of Australia, (1994) Sticks and Stones - Report on Violence in Australian Schools, (p.1).

2. Melvyl System Data Bases (1993). Melvyl On-line Catalog. News. Oakland, CA: Regents, University of California. Compiled by Information Access Company.

3. Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). Student Aggression, New York: Guilford.

4. Furlong, M. J., Morrison, R., & Kingsford, S. (1990). School Safety Continuum, Ventura, CA:Ventura County School Superintendent-UC Santa Barbara School Climate and Safety Partnership.

5. Soriano, M., Soriano, F., & Jiminez, E. (1994). "School Violence Among Culturally Diverse Populations: Sociocultural And Institutional Considerations," School Psychology Review, 23 (2), (pp. 216-235).

6. Bernard, B., (1992). "Fostering Resiliency Of Kids: Protective Factors In The Family, School and Community," Prevention Forum, 12(3), (pp. 2-16).

7. Hawkins, J. David, et al. "Risk & Protective factors for Alcohol & other drug problems in Adolescence & early adulthood. in Psychological Bulletin, Vol. 112, No. 1, 1992, 64-105.

Background

The Beginning

Through Senate Bill 2460 (C. Green, 1990), the California Legislature and Governor directed the Commission on Teacher Credentialing to engage in a series of leadership activities, primarily focused on improving the preparation of all certificated educators to more effectively cope with violence in California schools.[1] In February 1992, the Commission approved a plan to carry out this charge. A key element of this plan included the appointment of a statewide advisory panel whose first meeting was held in May 1992.

Mission of School Violence Panel

Our mission was to develop and recommend leadership strategies and training standards necessary to create a positive school environment free from violence where the success and development of all students and those who serve them may flourish.

The Commission appointed a panel that included K-12 educators and students, university professors, individuals from the private sector, school board members, community volunteers, credential candidates, and law enforcement personnel. In addition, the panel included liaisons from several government agencies. All participants were selected for the panel because they were well-informed and experienced in areas of school violence.

Panel's Charge

The charge given to the panel by the Commission included the following:

- Solicit advice and information from a broad spectrum of school personnel and other public entities.
- Prepare a report to the Commission on the effects of school violence on students and school effectiveness, and on the preparation of certificated personnel to cope with such behavior.
- Present recommendations to the Commission for specific actions including appropriate leadership initiatives.

The panel's task was further delineated by SB 2264 (Andal, 1993) which directed the Commission to adopt standards that address principles of school safety in training programs for teachers, school administrators and pupil personnel service providers.[2]

A Return to the Source

After 18 months of research and analysis, the panel produced preliminary results of its study and tentative recommendations, based on its findings. The panel developed a discussion document and received comments from educators and others throughout California on the panel's tentative recommendations. From that feedback and other information, the panel developed its final report.

The panel established the following definition of violence, working assumptions and study limitations.

Assumptions Relating to the Definition of Violence

Our society has become increasingly violent. Violence is a public health and safety condition endemic in our society. Therefore, we assume:

- When an individual is damaged by violence, society is diminished.
- Violence is reciprocal and communicable. Violence is contagious. It is transmitted by overt, indiscriminate aggression and in subtle, unintentional ways.
- All forms of violence are harmful and damaging. Physical, psychological, social and developmental violence include neglect, inconsistent behavior and low expectations by peers and adults.
- Violence is not the human condition. It is a learned behavior which is preventable.
- Violence cuts across all lines of culture and ethnicity and is not exclusive to any single group or socioeconomic class.
- Prevention of violence requires education of and by all segments of society. It requires a reassessment of how conflict is viewed and resolved.
- The historical development of this society has been based on violence, and violence continues to be a cultural norm.
- Individuals should be educated to understand that they have choices in the way they behave and express their feelings, and that they are responsible for the consequences of their actions.
- Effective resolution of violence requires early intervention that respects the integrity and dignity of all concerned.
- In order to establish safe schools, school personnel need to be increasingly aware of the nature and implications of violence in their schools, and should be trained in ways to deal effectively with that violence.

Definition of Violence

Violence is a public health and safety condition that often results from individual, social, economic, political and institutional disregard for basic human needs. Violence includes physical and nonphysical harm which causes damage, pain, injury or fear. Violence disrupts the school environment and results in the debilitation of personal development which may lead to hopelessness and helplessness.[2, 3]

Study Limitations

Members of the panel did everything within their power to eliminate confounding variables and to make the findings of this study as reliable and as valid as possible. The 320 recently credentialed teachers, school administrators and pupil personnel service providers who responded to questionnaires were randomly selected. Program coordinators in all 72 California colleges and universities were sent questionnaires with a majority of them responding. Responses were received from CTC's counterparts in the other 49 states and the District of Columbia. All 850 members of the American Association of Colleges for Teacher Education were sent questionnaires with a 42 percent response rate. And, in order to insure diversity within the over 100 focus groups participating in the study, local educators were instructed to select students, parents, teachers, school administrators, support personnel and community members of all races, ages, socioeconomic levels, grade and experience levels, and of both sexes.

Whenever the topic of youth violence or school violence is discussed, there are inevitably some differences of opinion about which specific behaviors or incidents constitute violence. Given this circumstance, the panel decided to allow each survey respondent to answer questions using their own personal definition of violence based on a wide range of behaviors listed on the survey.

Conclusions derived from this study are not necessarily generalizable to all populations in the state.

References and Other Supportive Documentation

(For Background)

1. Green, C. (1990). "Schools: gang violence prevention," California Senate Bill 2460, Chapter 526, EC Section 44276.5.

2. Andal, D. (1993). ""Teacher Credentials: school safety instruction," California Senate Bill 2264, Chapter 743, EC Section 44276.1.

3. Pittsburgh Public Schools, (November 1993). Safe Schools Project Report (p. 37).

Supporting Research

Survey Data Collection Process

Early in the work of the Commission's Advisory Panel on School Violence, it became evident that despite widespread media coverage about violence on school campuses, there is surprisingly little information about its prevalence and frequency. For this reason, the advisory panel decided to collect data in a number of different ways to assist them in their deliberations about addressing violence in California schools.

After the panel discussed ideas about potential research strategies, work groups were formed to address different aspects of data collection. One group planned the development of survey questionnaires, and another developed procedures for focus groups. Other panelists identified ways to gather data from literature reviews and from observations and interviews with successful program coordinators.

Survey questionnaires were developed and sent to: credential program coordinators at all 72 California colleges and universities with approved programs, 900 recently

Chart 1

School Violence Survey Distribution and Return Rates

Survey Recipients	Distributed	Responses	% Returned
• Program Coordinators and Credential Candidates in California	72 Institutions (approx. 2,160)	710	33%
• Recently Credentialed Teachers	500 randomly selected	155	31%
• Recently Credentialed Administrators	200 randomly selected	90	45%
• Recently Credentialed PPS Providers	200 randomly selected	75	38%
• California School Board Members	350 Members	100 (approx.)	29%
• State Teacher Certification Agencies	49 States	49 States	100%
• Teacher Trainers in the United States	850 Institutions	360	42%

credentialed educators, 350 California school board members, the California Commission on Teacher Credentialing counterparts in the other 49 states, and the 850 member institutions of the American Association of Colleges for Teacher Education.

Over 1,000 California educators responded, as well as 360 educators from colleges and universities in 44 states. Credential coordinators from all 49 states also responded to the Advisory Panel's survey questionnaires. (See Chart 1 on previous page.)

Focus Group Data Collection Process

In addition to the mail survey, more than 600 people participated in over 60 small (maximum 8) focus groups that lasted from 60 to 90 minutes. Homogeneous groups of junior and senior high school students, parents, teachers, school administrators, support staff, law enforcement and other community representatives met to discuss school violence. The focus groups were held in 11 counties throughout California. Each group was facilitated by two panelists who directed the discussion on the same four issues:

1. **What** ***experiences*** the participant has either personally had **with school violence or personally witnessed.**

2. **What** did they think ***caused*** **the violence**.

3. **What** ***solutions*** might they suggest, and

4. **What** ***training*** do they suggest for educators to address school violence.

Later the panelists returned to those same 11 counties, this time with study results and tentative recommendations, to get additional feedback from the field, including college and university credential candidates and faculty, through over 50 focus group discussions.

Panelists also visited exemplary programs throughout California, the United States and abroad. They collected data through the progression of their own work on school violence, and they attended and presented at various state, national and international conferences on the topic. It is important to note that trips throughout the United States and abroad were not at public expense, but were funded on the basis of the panelists' regular professional capacities.

Over 1,000 California educators responded, as well as 360 educators from colleges and universities in 44 states. Credential coordinators from all 49 states also responded to the Advisory Panel's survey questionnaires.

Information collected in the focus groups and surveys were used by six graduate students from California State University, Sacramento for their Masters Degree Theses in Social Work. In addition to analyzing the survey and focus group data, the six graduate students did an extensive literature review and each focused on one of the following groups:

1. teachers
2. school administrators
3. pupil personnel service providers
4. school board members
5. national perspective, non-California educators, and
6. focus group participants, including students, parents, teachers and other educators.

Finally, state credential coordinators (which are the California Commission on Teacher Credentialing's counterparts, which have various names) in the other 49 states and the District of Columbia were contacted again, just before the completion of this report, for an update about recent statewide efforts to address school violence.

Information collected in the focus groups and surveys were used by seven graduate students from California State University, Sacramento for their Masters Degree Theses in Social Work.

Summary of Focus Group Data Results

For All Groups

A review of comments from focus group participants, in all groups combined, indicated the following common responses:

1. The most **violent activities** they **personally experienced or witnessed** were, from the most to the least frequently mentioned:

- fights
- gang-related activity
- verbal abuse and teasing
- brandishing weapons
- racial incidents, and
- various kinds of simple assaults.

2. **Causes of the school violence** mentioned in number 1 above (as a total of all groups) include, from the most to the least frequently mentioned:

- ethnic and cultural ignorance
- gangs (and group protection)
- media (movies, TV, music, video games)
- lack of values and respect
- low self-esteem
- non-equipped (untrained) staffs, and
- dysfunctional families.

3. The **way to address school violence** is, from the most to the least frequently mentioned:

- implement multicultural curriculum
- involve community agencies and law enforcement in school partnerships
- enforce discipline policies consistently and fairly
- show concern and interest in students
- improve internal and external communication, and
- teach conflict resolution, problem solving and crisis intervention skills to students and school staff.

4. **Training needed** for staffs to address school violence should be in the areas of, from the most to the least frequently mentioned:

- multicultural sensitivity and awareness
- conflict management and resolution
- communication and interpersonal skills
- listening and other counseling skills, and
- classroom management and discipline.

Violence Experienced or Witnessed

Following is an alphabetized list of (recent) experiences of violence as reported in focus group meetings held throughout California. Out of the hundreds of different experiences mentioned by the more than 600 focus group participants, these 30 were repeated most often. It is noteworthy that no single category was mentioned by more than 10 percent of the focus group participants. This shows the diversity of experiences individuals have at their school campuses.

- Anger
- Assaults
- Burglary, robbery, theft
- Community/neighborhood violence
- Defiance (truancy)
- Disrespect
- Domestic violence
- Drive-bys
- Extortion
- Fights
- Gang-related activity
- Gossip/rumors
- Homicides
- Intimidation/bullying/harassment
- Maddogging (persistent staring)
- Outsiders
- Pushing/shoving
- Racial incidents (major)
- Racial incidents (minor)
- Rape/sexual battery
- Sexual harassment
- Shootings
- Stabbings
- Threats (major)
- Threats (minor)-gestures/posturing
- Vandalism
- Verbal abuse (teasing, swearing, name calling)
- Brandishing weapons, (not specific)
- Drug/alcohol use and dealing
- Taggers (graffiti)

Figure 1 on page 12 displays the ten most frequently mentioned experiences of violence when focus group participants were questioned. It indicates the approximate number of people experiencing these forms of violence, directly or indirectly. For example, 57 participants responded "fights" when they were asked: **What (recent) violence or violent acts have you either experienced personally or personally witnessed?**

Violence Experienced

"Fights" were mentioned most frequently by participants in response to the question: What (recent) violence or violent acts have you either experienced personally or personally witnessed?

When parents were asked this question, it was in reference to violence experienced by them or their children. It should be noted that even though the response "fights" was mentioned most frequently, it represented a relatively small number of the overall responses.

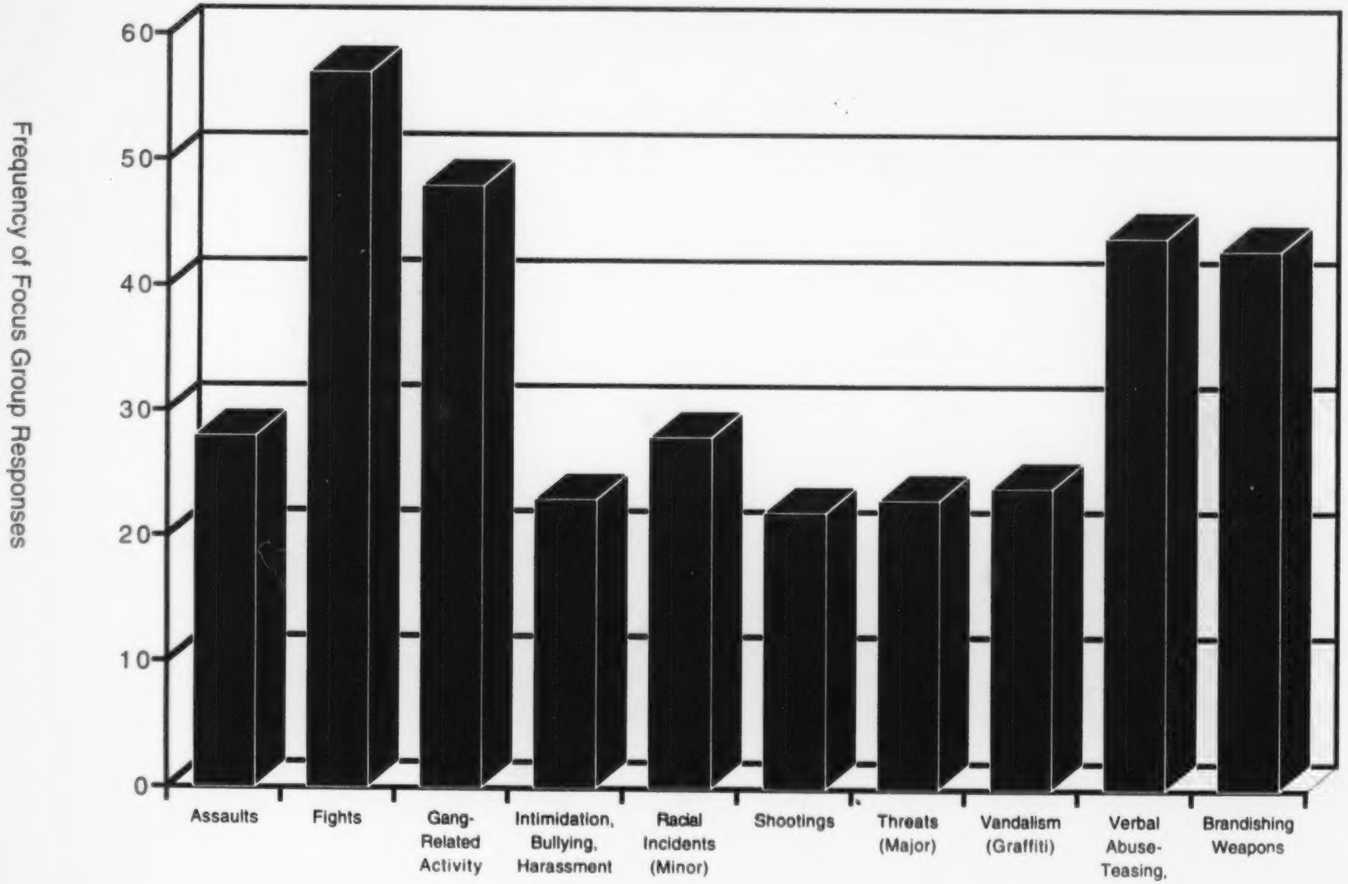
Causes of School Violence

Following is an alphabetized list of causes of school violence as reported in focus group meetings held throughout California during the month of January 1993. Out of the hundreds of different causes mentioned by the more than 600 focus group participants, these 41 causes were repeated most often.

- Anger, increased aggression, frustration, over-stressed children
- Attention, power, control
- No conflict management training, lack of self discipline and coping skills
- No consequences for violent behavior
- Not caring about consequences

Figure 1

Overall Focus Group Responses to Experiences of School Violence



- Drug/alcohol use and availability
- No extracurricular, alternative recreation or divergence for bored children
- Breakdown of family
- Gangs, group protection
- Violence in the home
- Sense of hopelessness
- Language barriers
- Media, movies, concerts, music, TV
- Intrusion of school by outsiders
- Lack of parental involvement
- Lack of appropriate, effective parenting skills
- Latchkey children
- Peer rivalry and competition
- Peer pressure
- Poverty
- Racial, ethnic, cultural ignorance
- Feeling of rejection, no sense of belonging
- Negative role models
- No sense of safety
- Lack of school resources
- Low school morale
- Overcrowded schools
- Low self-esteem
- Violent society
- Educators (staff) ignore problem and causes
- Staff not equipped with appropriate skills
- Show-off students
- Students' bad attitudes
- Mainstreaming of problem students
- Problem students
- Lack of adult supervision
- Lack of parental supervision
- Uninvolved teachers, lack of interest in their students
- Gang member territoriality
- Lack of respect for values
- Availability of weapons, including guns, etc.

Figure 2 on page 14 displays the 11 most frequently mentioned causes of violence by focus group participants. The graph indicates the approximate number of different people suggesting these as the causes of school violence. For example, "ethnic and cultural ignorance" was mentioned by approximately 44 participants in response to the question: **What do you think caused the school violence you experienced or witnessed?**

Causes of Violence

"Ethnic and cultural ignorance" was mentioned most frequently by participants in response to the question: What do you think caused the school violence you experienced or witnessed?

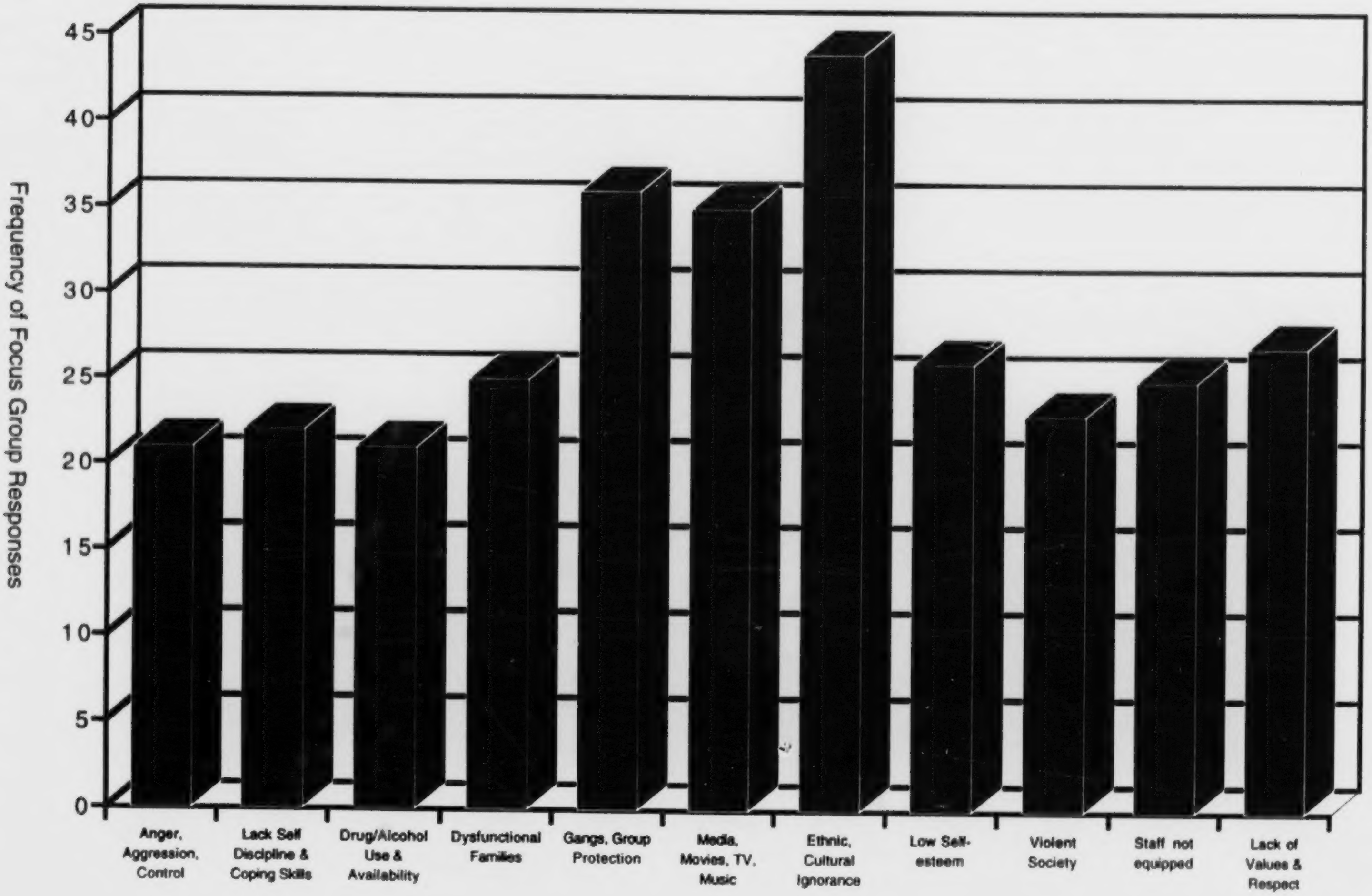
What Can Be Done

Following is an alphabetized list of suggestions about what can be done to address school violence as reported in focus group meetings held throughout California during the month of January 1993. Out of the hundreds of different suggestions mentioned by the more than 600 focus group participants, these 43 suggestions were repeated most often.

- Make home visits to students' communities by school officials.

Figure 2

Overall Focus Group Responses to Causes of School Violence



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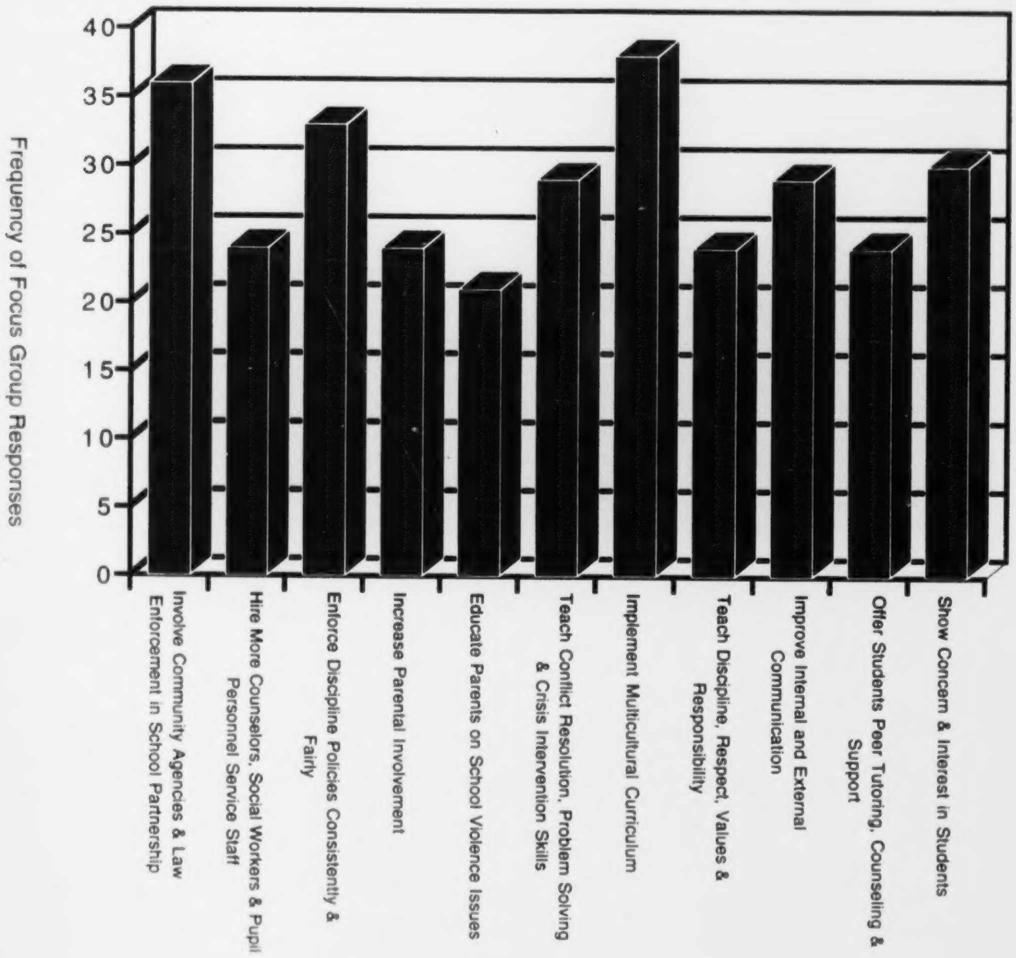
What Can Be Done About School Violence?

"Implement multicultural curriculum," "Involve community agencies and law enforcement in school partnerships" were mentioned most frequently by participants in response to the question: What do you think can be done to address school violence?

- Involve community agencies, including law enforcement, in school partnerships.
- Hire more, counselors plus social workers, PPS personnel.
- Discipline disruptive/problem students in private, not openly.
- Make dress codes more strict, implement discipline.
- Enforce discipline policy in consistent and fair manner.
- Develop a school safety plan and involve staff, student and parents in the process.
- Utilize alternative forms of discipline besides suspension.
- Encourage and offer extracurricular, after-school activities- culturally diverse, etc.
- Increase parental involvement.
- Teach parenting skills.
- Address parent education on school violence issues.
- Develop alternative programs to meet needs of high risk students.
- Implement conflict mediation, resolution, problem solving, crisis intervention programs.
- Implement multicultural curriculum programs.
- Implement cooperative learning programs (students into villages, families, tribes).
- Use inspirational speaker programs for students (former gang members, pregnant teens).
- Offer adult education programs
- Provide education programs on gangs, weapons and drugs/alcohol.
- Initiate programs that teach discipline, respect, values, responsibility.
- Implement intervention and prevention programs.
- Improve schools' internal and external communication.
- Closed campuses in schools
- Have adults present at breaks, lunch, between classes, and before/after school.
- Have smaller schools.
- Assign more police officers and trained officers in schools for better security.
- Install metal detectors for better security.
- Recruit staff that are ethnically and racially diverse.
- Provide more inservice training for staff.
- School officials and other staff intervene early in fights/conflicts.
- Hold forums/focused groups for students.
- Offer peer tutoring, counseling and support for student.
- Acknowledge students' achievements, positive behavior.
- Show concern for and interest in students.
- Establish sense of connectedness among students/school spirit.

Figure 3

Overall Focus Group Responses to Suggestions for Addressing School Violence



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- Make school subjects, discussions, curriculum relevant to students' needs.
- Provide positive role models for students.
- Reduce students class size.
- Students self-esteem promotion needed.
- Develop rigorous review system of all educational personnel, including teachers.
- Pair new teachers with veteran teacher for support system, mentoring program.
- Increase teachers' salaries (to attract best quality).

Figure 3 on page 16 displays the 11 most frequently mentioned suggestions by focus group participants. The graph indicates the approximate number of different people making these suggestions about what can be done. For example, "involve community agencies and law enforcement in school partnerships" was mentioned by approximately 36 participants in response to the question: What do you think can be done to address school violence?

Training Needed

Following is an alphabetized list of suggestions about what training is needed by educators to address school violence, as reported in focus group meetings held throughout California during the month of January 1993. Out of the hundreds of different suggestions mentioned by the more than 600 focus group participants, these 29 were repeated most often:

- Assertiveness training
- Behavior management-modification techniques (i.e., anger management)
- Child abuse reporting training
- Child development, psychology, adolescent psychology coursework
- Classroom management skills (including disciplinary techniques)
- Communication, human relations, interpersonal skills
- Knowledge of neighborhoods and communities where students live
- Knowledge of community resources and networking skills
- Mandatory community service - as part of the education program
- Conflict management/resolution/mediation training and problem solving
- Cooperative learning techniques
- Crisis intervention skills
- Cultural sensitivity-multicultural awareness
- How to break up fights
- Gang information
- Proficiency in another language
- Knowledge of different learning styles
- Making learning more interesting and fun
- Legal rights and responsibilities toward maintaining campus safety and order
- Active listening skills and other counseling skills

Educator Training Suggested

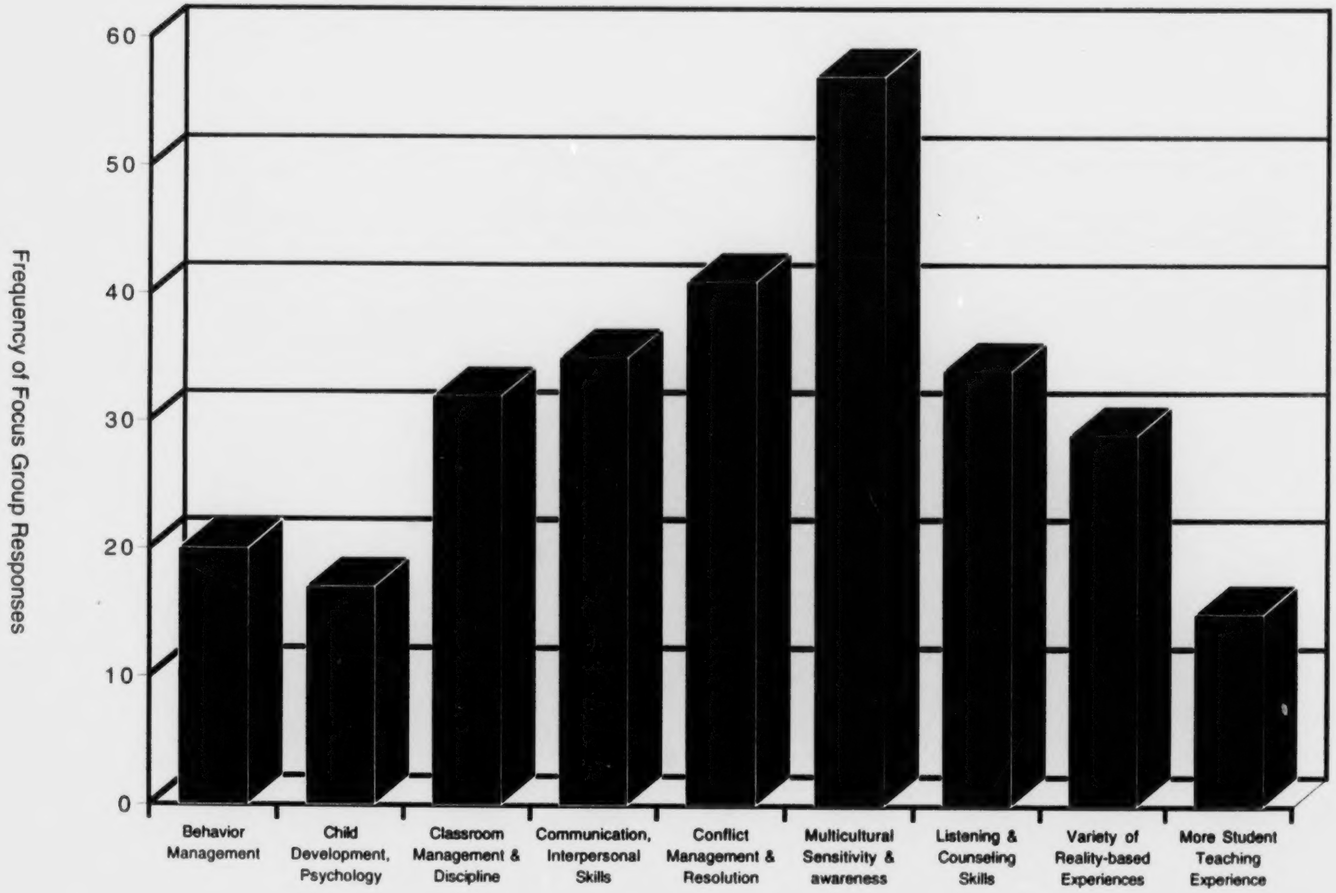
Most suggestions related to the enhancement of skills to connect with and understand the needs of youth, not to learn how to punish or discipline them.

- How to motivate the disengaged student
- Parenting skills
- Recognizing signs of troubled-at risk students
- Understanding the concept of resiliency
- Understanding the dynamics of respecting students
- How to promote self-esteem in students
- Student teaching experiences should be done in a variety of settings and with different grade levels — reality based
- More Student teaching experience
- Substance abuse training

Figure 4 on page 19 displays the nine most frequently mentioned training suggestions by focus group participants. The graph indicates the approximate number of different participants mentioning this training need. Most suggestions related to the enhancement of skills to connect with and understand the needs of youth, not to learn how to punish or discipline them.

Figure 4

Overall Focus Group Responses to Training Needed to Address School Violence



Focus Group Data Results by Constituency Group

This section includes a summary of findings for focus group meetings held in eleven different counties throughout California in January 1993. These data show how over 600 public school teachers, students, administrators, parents, and support personnel responded. Four questions were asked in each small group, with a maximum of eight participants:

1. What violence have you personally experienced at school? (Parents were asked what violence has their child experienced.)
2. What do you think caused the violence?
3. What do you think can be done about violence at your school?
4. What training do you think educators need to address school violence?

Violence Experienced

The forms of violence experienced in the schools were similar for most focus group participants. (See Figure 5 on page 21.)

- For Teachers, the incidents of school violence most frequently mentioned were:
  1. fights
  2. verbal abuse such as teasing, swearing, and name calling
  3. brandishing of weapons
  4. gang related activity, and
  5. assaults.
- For School Administrators, the incidents of school violence most frequently mentioned were:
  1. gang-related activity
  2. the brandishing of weapons
  3. fights, and
  4. racial incidents.

Students

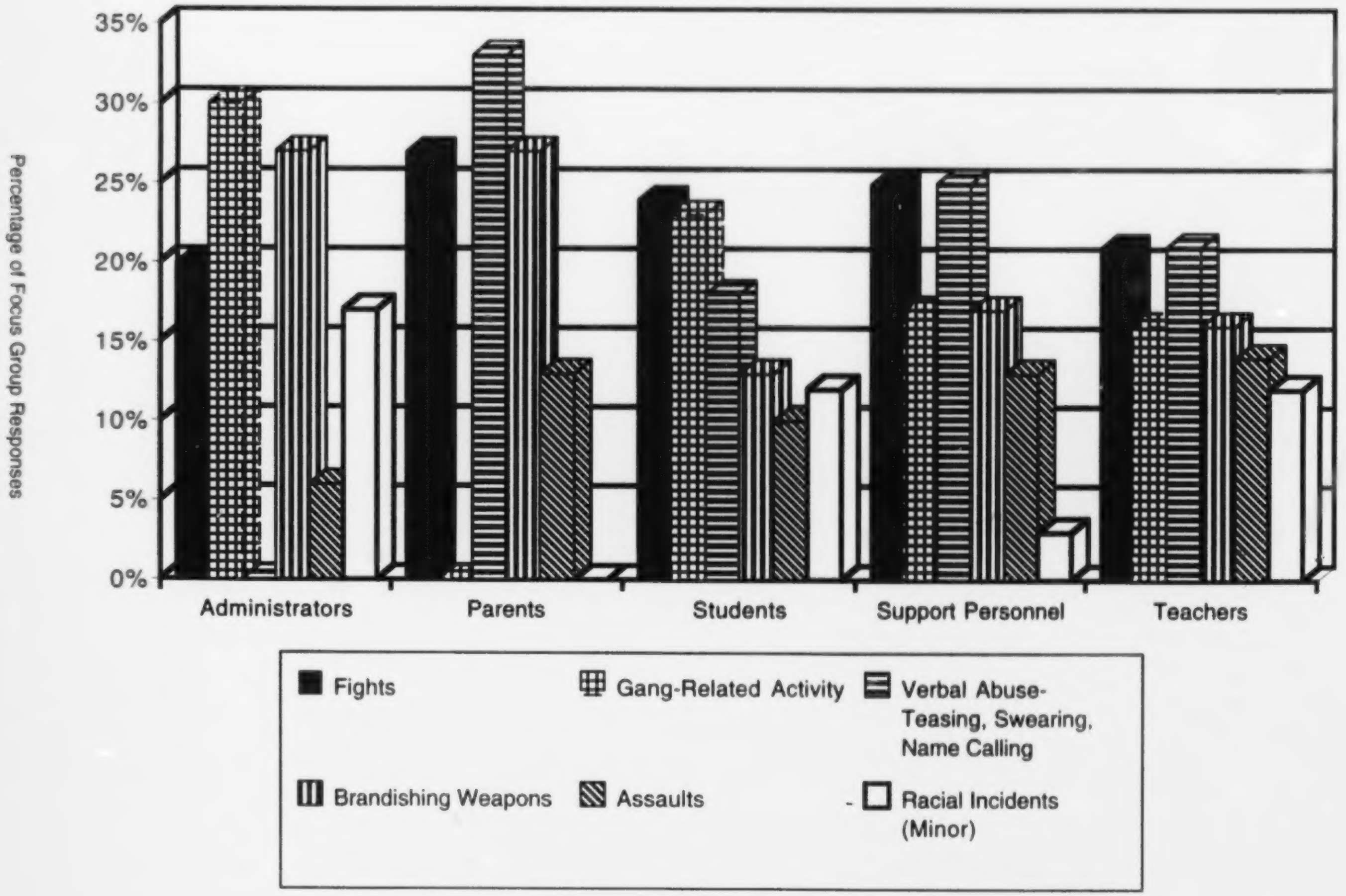
The incidents of school violence most frequently mentioned by students were:

1. fights
2. gang-related activity
3. verbal abuses such as teasing, swearing, and name calling
4. the brandishing of weapons, and
5. racial incidents.

- For Parents, the incidents of school violence most frequently mentioned were:
  1. verbal abuse such as teasing, swearing, and name calling
  2. fights
  3. the brandishing of weapons, and
  4. assaults.
- For Support Personnel, such as counselors, custodians, and secretaries, the incidents of school violence most

Figure 5

Focus Group Constituency Responses to Experiences of School Violence



frequently mentioned were:

1. fights
2. verbal abuses such as teasing, swearing, and name calling
3. gang related activity
4. the brandishing of weapons, and
5. assaults.

Causes of Violence

• Administrators believed that the primary causes of school violence were, in order of frequency mentioned (See Figure 6 on page 23):

1. ethnic and cultural ignorance
2. dysfunctional families
3. unequipped staff
4. gang activity, and
5. media, such as movies, T.V., music and video games.

Teachers

Causes of school violence most frequently mentioned by teachers were:

1. lack of values and respect
2. ethnic and cultural ignorance
3. media, such as movies, TV, music and video games
4. an unequipped staff, and
5. lack of self discipline and coping skills.

• Students said that the primary causes of school violence were, in order of frequency mentioned:

1. ethnic and cultural ignorance
2. gang activity
3. low self-esteem
4. media, such as movies, TV, music and video games, and
5. lack of self discipline and coping skills, drug/alcohol use and avail ability and dysfunctional families (all tied as the 5th most frequently reported).

• Parents said that the primary causes of school violence were, in order of frequency mentioned (1, 2, and 3 tied):

1. media, such as movies, TV, music and video games
2. ethnic and cultural ignorance
3. a violent society, (4, 5 and 6 tied)
4. low self-esteem
5. unequipped staff, and
6. uncontrollable anger and aggression.

• Support Personnel such as counselors, custodians and secretaries indicated that the biggest causes of school violence were, in order of frequency mentioned:

1. ethnic and cultural ignorance
2. unequipped staff, (3, 4, and 5 tied)
3. drugs/ alcohol use and availability
4. dysfunctional families, and
5. media, such as movies, TV, music and videos.

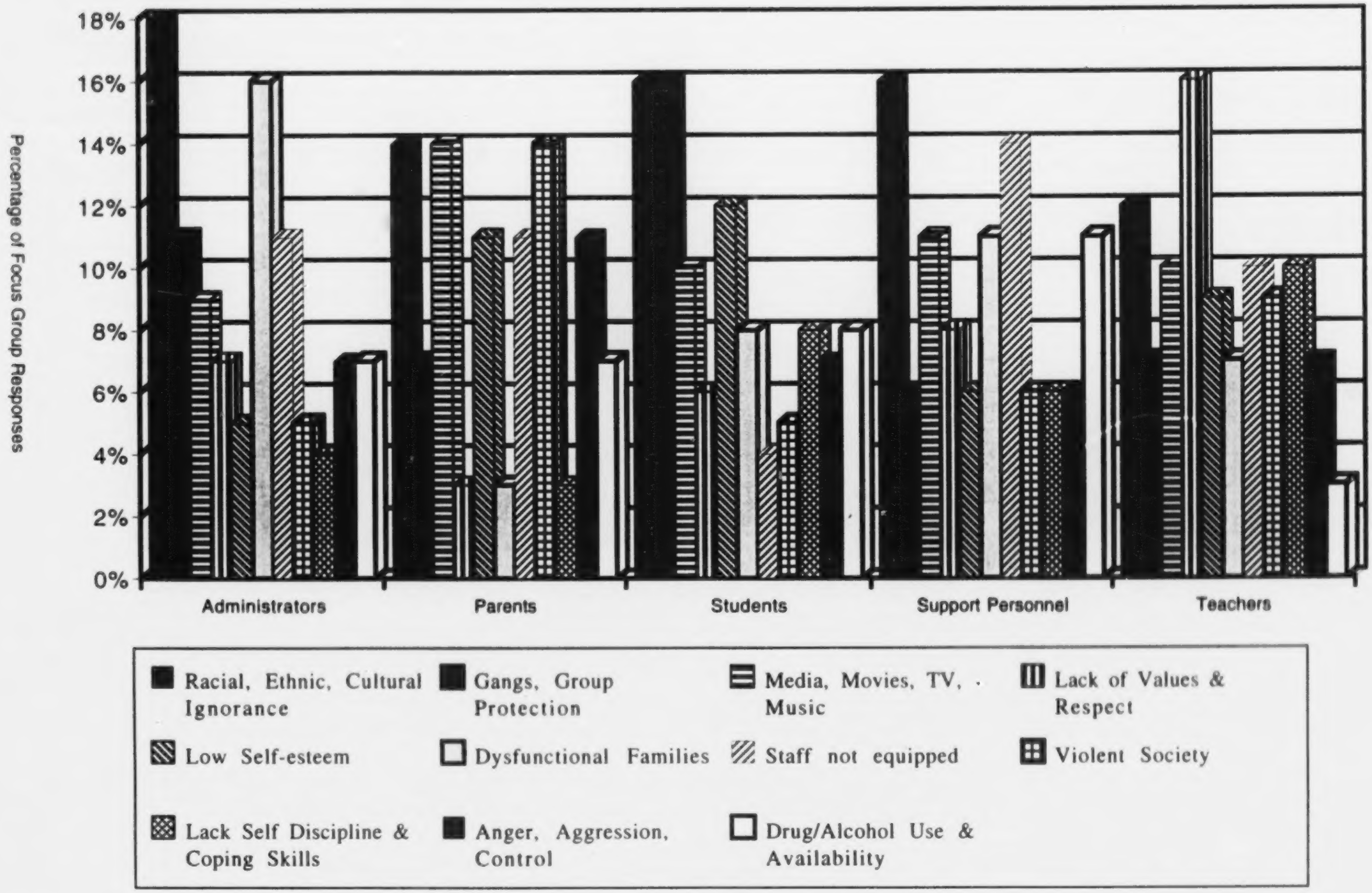
What Can Be Done

• Teachers said that the best way to reduce school violence was, in order of frequency mentioned (See Figure 7 on page 25):

1. Implement multicultural curriculum.
2. Show concern and interest in students (3, 4, 5, and 6 tied).
3. Involve community agencies and law enforcement in school partnerships.

Figure 6

Focus Group Constituency Responses to Causes of School Violence



4. Hire more counselors, social workers and pupil personnel service staff.
5. Enforce discipline policies consistently and fairly, and
6. Improve internal and external communication.

School Administrators

Suggestions by administrators about what can be done to address school violence most frequently mentioned were:

1. Involve community agencies and law enforcement in school partnerships.
2. Teach conflict resolution, problem solving and crisis intervention skills to both school staff and students.
3. Implement multicultural curriculum.
4. Teach discipline, respect, values and responsibility (5 and 6 tied).
5. Increase parental involvement, and
6. Improve internal and external communication.

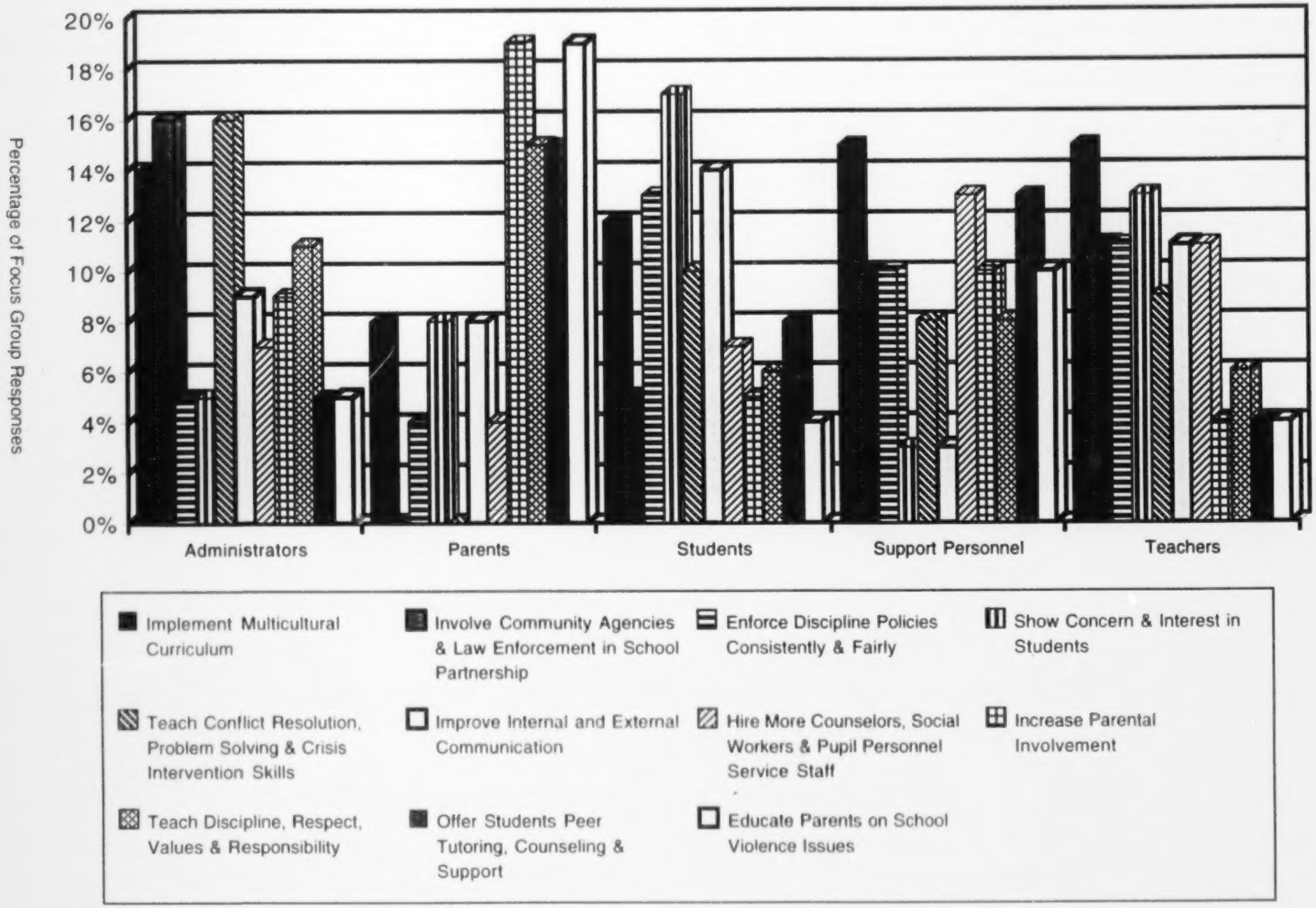
- Students said that the best way to address school violence was, in order of frequency mentioned:
  1. Show concern and interest in students.
  2. Improve internal and external communication.
  3. Enforce discipline policies consistently and fairly.
  4. Implement multicultural curriculum, and
  5. Teach conflict resolution, problem and crisis intervention skills to both school staff and students.

- Parents said that the best way to reduce school violence was, in order of frequency mentioned (1 and 2 tied):
  1. Increase parental involvement.
  2. Educate parents on school violence issues (3 and 4 tied).
  3. Teach discipline, respect, values and responsibility.
  4. Offer students peer tutoring counseling and support (5, 6, and 7 tied).
  5. Implement multicultural curriculum.
  6. Improve internal and external communication, and
  7. Show concern and interest in students.

- Support Personnel such as counselors, custodians and secretaries said that the best way to address school violence was, in order of frequency mentioned:
  1. Implement multicultural curriculum (2 and 3 tied).
  2. Offer students peer tutoring, counseling and support.
  3. Hire more counselors, social workers and pupil personnel service staff (4, 5, 6, and 7 tied).
  4. Involve community agencies and law enforcement in school partnerships.
  5. Enforce discipline policies consistently and fairly.
  6. Increase parental involvement, and
  7. Educate parents on school violence issues.

Figure 7

Focus Group Constituency Responses to Suggestions for Addressing School Violence



Parents

Training for school staffs to address school violence suggested by parents most frequently mentioned was:

1. multicultural sensitivity/awareness training
2. communication, human relations and interpersonal training
3. reality-based experiences in a variety of settings/grade levels
4. classroom management
5. conflict management, resolution, and mediation training, and
6. active listening and other counseling skills.

Training Needed for School Staffs

- Teachers said that the training needs of staff to address school violence were, in order of frequency mentioned (See Figure 8 on page 27 - 1, 2, and 3 tied):
    1. classroom management
    2. conflict management, resolution, and mediation training
    3. reality-based (student teaching and other) experiences in a variety of school settings/grade levels
    4. multicultural sensitivity/awareness, and
    5. communication, human relations and interpersonal training.

- Administrators said that the training needs for staff to address school violence were, in order of frequency mentioned:
    1. multicultural sensitivity/awareness
    2. conflict management, resolution, and mediation training
    3. classroom management
    4. reality-based experiences in a variety of school settings/grade levels, and
    5. communication, human relations and interpersonal training.

- Students said that the training needs for staff to address school violence were, in order of frequency mentioned:
    1. active listening and other counseling skills
    2. multicultural sensitivity/awareness training
    3. communication, human relations and interpersonal training
    4. conflict management, resolution and mediation training, and
    5. classroom management.

- Support Personnel said that the training needs of staff to address school violence were, in order of frequency mentioned:
    1. multicultural sensitivity/awareness training (2 and 3 tied)
    2. communication, human relations and interpersonal training
    3. conflict management, resolution, and mediation training
    4. reality-based experiences in a variety of settings/grade levels, and
    5. active listening and other counseling skills.

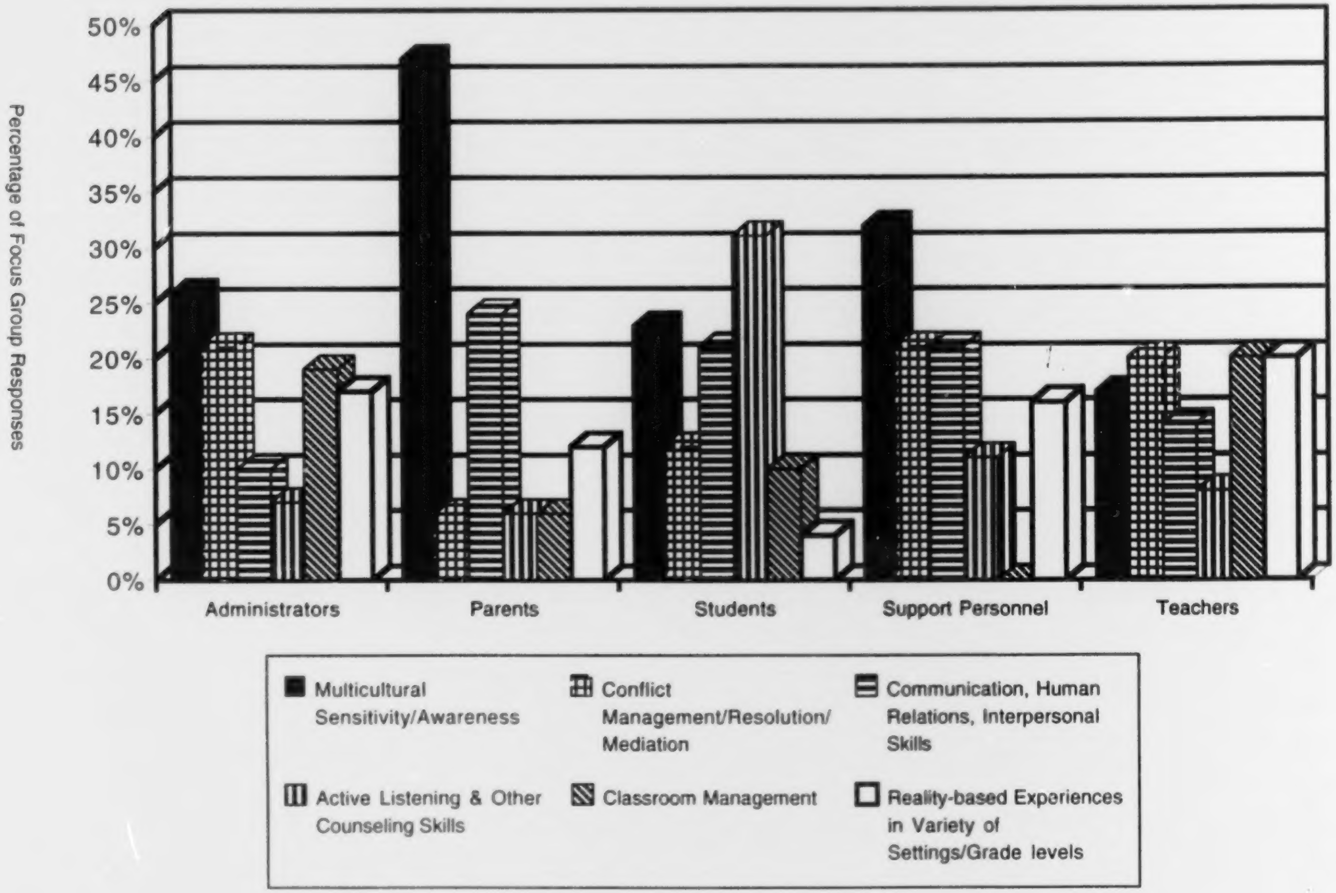


Figure 8

Focus Group Constituency Responses to Training Needed to Address School Violence

Alameda County Focus Group Data Results

The next section contains a summary of findings for focus group meetings held in January 1993 in Alameda County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence. (See Figures 9 through 12 on pages 39-42.)

Violence Experienced

Fights and (minor) racial incidents were the two most commonly mentioned forms of violence experienced by these participants, followed by assaults. Next was gang-related activity, verbal abuse and the brandishing of weapons.

Causes of School Violence

Ethnic and cultural ignorance was, by far, most often mentioned as being a major cause of violence in schools. Next were dysfunctional families and unequipped school staff who lacked training to address violence. Other causes of school violence mentioned by participants included media, such as movies, television and music, low self-esteem, and a lack of values and respect by students.

What Can Be Done About School Violence

The implementation of multicultural curriculum was number one on the list of things to be done to address school violence. Next was the enforcement of discipline policies consistently and fairly and an increase in parental involvement. Other suggestions included the involvement of community agencies and law enforcement in school partnerships, to educate parents on school violence issues, to offer students peer tutoring, counseling and support, and to show concern and interest in students.

Training Needed by Educators

Active listening and other counseling skills led the list of suggested training needed by educators, followed by communication, human relations and interpersonal skills. Next was multicultural sensitivity and awareness training and reality-based experiences in a variety of settings and grade levels. Classroom management was also mentioned.

Fresno County Focus Group Data Results

This section includes a summary of findings for focus group meetings held in January 1993 in Fresno County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence.

Violence Experienced

Gang-related activity was mentioned as the most commonly experienced form of school violence by participants, followed by the brandishing of weapons. Other forms of violence mentioned included fights, assaults and (major) threats. Verbal abuse such as teasing, swearing and name calling was also mentioned.

Causes of School Violence

The three most commonly mentioned causes of school violence were dysfunctional families, ethnic and cultural ignorance and low self-esteem. An unequipped staff and a lack of values and respect were the next most commonly mentioned as causes. Also mentioned were gangs and media, such as movies, television and music.

What Can Be Done About School Violence

Showing concern and interest in students was the most common suggestion offered about what can be done to address school violence, followed by involving community agencies and law enforcement in school partnerships and the hiring of more counselors, social workers and pupil personnel service staff. Also mentioned were the teaching of conflict resolution, problem solving and crisis intervention skills for students and staff and the implementation of a multicultural curriculum.

Training Needed by Educators

Multicultural sensitivity and awareness was the most common training suggestion by participants, followed by communication, human relations and interpersonal skills, conflict management, resolution and mediation and reality-based experiences in a variety of settings and grade levels. Classroom management was also suggested.

◆ Los Angeles County Focus Group Data Results

This section contains a summary of findings for focus group meetings held in January 1993 in Los Angeles County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence. (See Figures 9 through 12 on pages 39-42.)

Violence Experienced

Fighting were the most commonly mentioned form of violence experienced by these participants. Next most commonly mentioned included gang-related activity, shootings, the brandishing of weapons and verbal abuse such as teasing, swearing and name calling. Also mentioned were intimidation, bullying and harassment and vandalism.

Causes of School Violence

An unequipped staff who lack training to address school violence was, by far, the most commonly mentioned cause of school violence by participants. Next were gang-related activity, ethnic and cultural ignorance and a lack of values and respect for others and for self.

What Can Be Done About School Violence

The implementation of a multicultural curriculum was the most commonly mentioned suggestion about what can be done about school violence, followed by the involvement of community agencies and law enforcement in school partnerships, teaching conflict resolution, problem solving and crisis intervention skills, and improving internal and external communication. The teaching of discipline, respect, values and responsibility was also suggested.

Training Needed by Educators

Reality-based experiences in a variety of settings and grade levels was the most popular training suggestion for educators made by participants, followed by classroom management and multicultural sensitivity and awareness. Conflict management, resolution and mediation were also mentioned.

Merced County

Focus Group Data Results

This section contains a summary of findings for focus group meetings held in January 1993 in Merced County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence.

Violence Experienced

Fighting was the most commonly mentioned form of violence experienced by these participants. Next most commonly mentioned was shootings, followed by gang-related activity, the brandishing of weapons, and assaults. Also mentioned were (major) threats, (minor) racial incidents and verbal abuses such as teasing, swearing and name calling.

Causes of School Violence

Low self-esteem was mentioned as the number one cause of school violence by participants, followed by gang-related activity and ethnic and cultural ignorance. Also mentioned included dysfunctional families, media, such as movies, television and music, and an unequipped staff, lacking training to address school violence.

What Can Be Done About School Violence

The three most commonly made suggestions about what can be done to address school violence were increased parental involvement, education of parents on school violence issues and the improvement of internal and external communication. The next most popular suggestions were the implementation of multicultural curriculum, teaching discipline, respect, values and responsibility, and showing concern and interest in students.

Training Needed By Educators

Classroom management was, by far, the most popular training suggestion for educators, followed by multicultural sensitivity and awareness training. Next were communication, human relations and interpersonal skills training and reality-based experiences in a variety of settings and grade levels. Active listening and other counseling skills were also suggested.

◆ Orange County

Focus Group Data Results

The following section is a summary of findings for focus group meetings held in January 1993 in Orange County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence. (See Figures 9 through 12 on pages 39-42.)

Violence Experienced

The brandishing of weapons, followed closely by gang-related activity were the most common forms of violence experienced by these participants. Next were fights, intimidation, bullying and harassment and verbal abuse, such as teasing, swearing and name calling. Also mentioned were (minor) racial incidents and (major) threats.

Causes of School Violence

Gangs and group protection activity, along with media, such as movies, television and music were the most commonly mentioned causes of school violence. Low self-esteem was mentioned next, then ethnic and cultural ignorance, followed by a lack of values and respect and dysfunctional families.

What Can Be Done About School Violence

Enforcement of Discipline Policies consistently and fairly and teaching discipline, respect, values and responsibility were the most common suggestions for addressing school violence. Also suggested was offering students peer tutoring, counseling and support, hiring more counselors, social workers and pupil personnel service staff and showing concern and interest in students.

Training Needed By Educators

The most common training suggestions for educators, in the order of most mentioned, were multicultural sensitivity and awareness, active listening and other counseling skills, communication, human relations and interpersonal skills, conflict management, resolution and mediation skills and classroom management.

Riverside County Focus Group Data Results

The following section is a summary of findings for focus group meetings held in January 1993 in Riverside County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence. (See Figures 9 through 12 on pages 39-42.)

Violence Experienced

Fighting was mentioned as being the most common form of violence experienced by participants, followed by gang-related activity. Other forms of violent experiences mentioned were shootings, the brandishing of weapons, (major) threats, vandalism and verbal abuses, such as teasing, swearing and name calling.

Causes of School Violence

Ethnic and cultural ignorance was mentioned most often as the cause of school violence, followed by gangs and group protection activity, media, such as movies, television, and music, dysfunctional families, a lack of values and respect and an unequipped staff who lack training to address school violence.

What Can Be Done About School Violence

The implementation of multicultural curriculum followed closely by the showing of concern and interest in students were the two most common suggestions given in reference to doing something about school violence. Next most commonly mentioned suggestions were involving community agencies and law enforcement in school partnerships, teaching conflict resolution, problem solving and crisis intervention skills and enforcing discipline policies consistently and fairly.

Training Needed By Educators

Multicultural sensitivity and awareness training for educators was the most popular suggestion, followed by conflict management, resolution and mediation; communication, human relations and interpersonal skills; reality-based experiences in a variety of settings and grade levels; and classroom management.

Sacramento County

Focus Group Data Results

The following section is a summary of findings for focus group meetings held in January 1993 in Sacramento County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence.

Violence Experienced

Verbal abuse such as teasing, swearing and name calling was the most commonly mentioned form of violence experienced by participants, followed by fights, the brandishing of weapons, assaults and vandalism. Other forms of violence experienced included gang-related activity, intimidation, bullying and harassment and shootings.

Causes of School Violence

A lack of values and respect was the most commonly mentioned cause of school violence, followed by media, such as movies, television and music; ethnic and cultural ignorance; and an unequipped staff, lacking training to address school violence. Other causes mentioned were dysfunctional families and gangs and group protection activities.

What Can Be Done About School Violence

Involving community agencies and law enforcement in school partnerships was the most popular suggestion about what can be done about school violence, followed by the teaching of discipline, respect, values and responsibility. Next were enforcing discipline policies consistently and fairly; increasing parental involvement and improving internal and external communication. Showing concern and interest in students was also mentioned as important in preventing school violence.

Training Needed By Educators

Conflict management, resolution and mediation was the most popular training suggested for educators. Next were classroom management, multicultural sensitivity and awareness training and reality-based (student teaching and other) experiences in a variety of settings and grade levels. Also mentioned was the need for better communication, human relations and interpersonal skills.

San Bernardino County Focus Group Data Results

The following section is a summary of findings for focus group meetings held in January 1993 in San Bernardino. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence.

Violence Experienced

The brandishing of weapons was the most commonly mentioned form of violence experienced by participants. Next were fighting, gang-related activity, shootings and major threats and then, vandalism and verbal abuse, such as teasing, swearing and name calling.

Causes of School Violence

Ethnic and cultural ignorance was mentioned most often as a major cause of school violence, followed by dysfunctional families and an unequipped staff lacking training to address school violence. Next was gang and group protection activity, followed by media such as movies, television and music and a lack of values and respect.

What Can Be Done About School Violence

The three most popular suggestions were, 1. involve community agencies and law enforcement in school partnerships; 2. increase parental involvement; and 3. implement multicultural curriculum. The next most popular suggestions mentioned were hire more counselors, social workers and pupil personnel service staff; teach conflict resolution, problem solving and crisis intervention skills; improve internal and external communication; and offer students peer tutoring, counseling and support.

Training Needed By Educators

The two most commonly mentioned training suggestions were multicultural sensitivity and awareness training and reality-based (student teaching and other) experiences in a variety of settings and grade levels. The next most popular suggestions were classroom management, communication, human relations and interpersonal skills; and active listening and other counseling skills.

San Diego County Focus Group Data Results

The following section is a summary of findings for focus group meetings held in January 1993 in San Diego County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence.

Violence Experienced

The two most commonly mentioned forms of violence experienced were fights and gang-related activity. Next were vandalism and verbal abuse, such as teasing, swearing and name calling, followed by the brandishing of weapons, assaults and (minor) racial incidents.

Causes of School Violence

The three most commonly mentioned causes of school violence were low self-esteem, gangs and group protection activities, and media, such as movies, television and music. The next most commonly mentioned causes were dysfunctional families and ethnic and cultural ignorance.

What Can Be Done About School Violence

By far, the two most commonly mentioned things to be done about school violence were implementing multicultural curriculum and offering students peer tutoring, counseling and support. Next were enforcing discipline policies consistently and fairly and showing concern and interest in students. Other suggestions included involving community agencies and law enforcement in school partnerships; hiring more counselors, social workers and pupil personnel service staff; increasing parental involvement; educate parents on school violence issues; teach conflict resolution, problem solving and crisis intervention skills; teach discipline, respect, values, responsibility; improve internal and external communication.

Training Needed By Educators

Multicultural sensitivity and awareness training for educators was the most commonly mentioned suggestion, followed by communication, human relations and interpersonal skills and then by active listening and other counseling skills. Other training suggestions included classroom management and conflict management, resolution and mediation training.

➧ Santa Barbara County Focus Group Data Results

The following section is a summary of findings for focus group meetings held in January 1993 in Santa Barbara County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence. (See Figures 9 through 12 on pages 39-42.)

Violence Experienced

Fighting was, by far the most commonly mentioned form of violence experienced by participants, followed by verbal abuse, such as teasing, swearing and name calling, then assaults. Other forms of violence experienced by participants were gang-related activity, (minor) racial incidents, vandalism and (major) threats.

Causes of School Violence

Participants mentioned five major causes of school violence, all of equal importance, dysfunctional families, gangs and group protection activities, ethnic and cultural ignorance, an unequipped staff, lacking training to address school violence, and a lack of values and respect.

What Can Be Done About School Violence

Suggestions to teach conflict resolution, problem solving and crisis intervention skills were, by far, the most commonly mentioned suggestions about what can be done to address school violence, followed by improving internal and external communication. Other suggestions included involving community agencies and law enforcement in school partnerships, enforcing discipline policies consistently and fairly and increasing parental involvement.

Training Needed By Educators

The two most commonly mentioned training suggestions for educators were multicultural sensitivity awareness training and reality-based (student teaching and other) experiences in a variety of settings and grade levels. Next were classroom management, communication, human relations and interpersonal skills and active listening and other counseling skills.

Shasta County Focus Group Data Results

The following section is a summary of findings for focus group meetings held in January 1993 in Shasta County. The findings of this county are among those from a total of 11 counties throughout California where over 600 public school teachers, students, administrators, parents, support personnel and others discussed school violence in small group settings. Four questions were asked in each group of participants: 1. What violence have you personally experienced at school? 2. What do you think caused the violence? 3. What do you think can be done about violence at your school? 4. What training do you think educators need to address school violence. (See Figures 9 through 12 on pages 39-42.)

Violence Experienced

Minor racial incidents were the most commonly mentioned form of violence experienced by participants, followed by verbal abuse, such as teasing, swearing and name calling. Next was fighting and then, gang-related activity. Other forms of violence experienced by participants included the brandishing of weapons, intimidation, bullying and harassment and assaults. Vandalism was also mentioned.

Causes of School Violence

Ethnic and cultural ignorance was mentioned most often as being a major cause of school violence, followed by a lack of values and respect, and then media, such as movies, television and music. Other causes mentioned were gangs and group protection activities, low self-esteem and staff not being equipped or sufficiently trained to address school violence.

What Can Be Done About School Violence

Teaching discipline, respect, values and responsibility was number one on the list of things to be done to address school violence. Other suggestions included enforcing discipline policies consistently and fairly; educate parents on school violence issues; implement multicultural curriculum and improve internal and external communication.

Training Needed By Educators

Conflict management, resolution and mediation was the most commonly mentioned training suggestion for educators, followed, in order of popularity were, multicultural sensitivity and awareness training, active listening and other counseling skills and reality-based (student teaching and other) experiences in a variety of settings and grade levels.

Figure 9

Focus Group Participant Responses by County to Experiences of School Violence

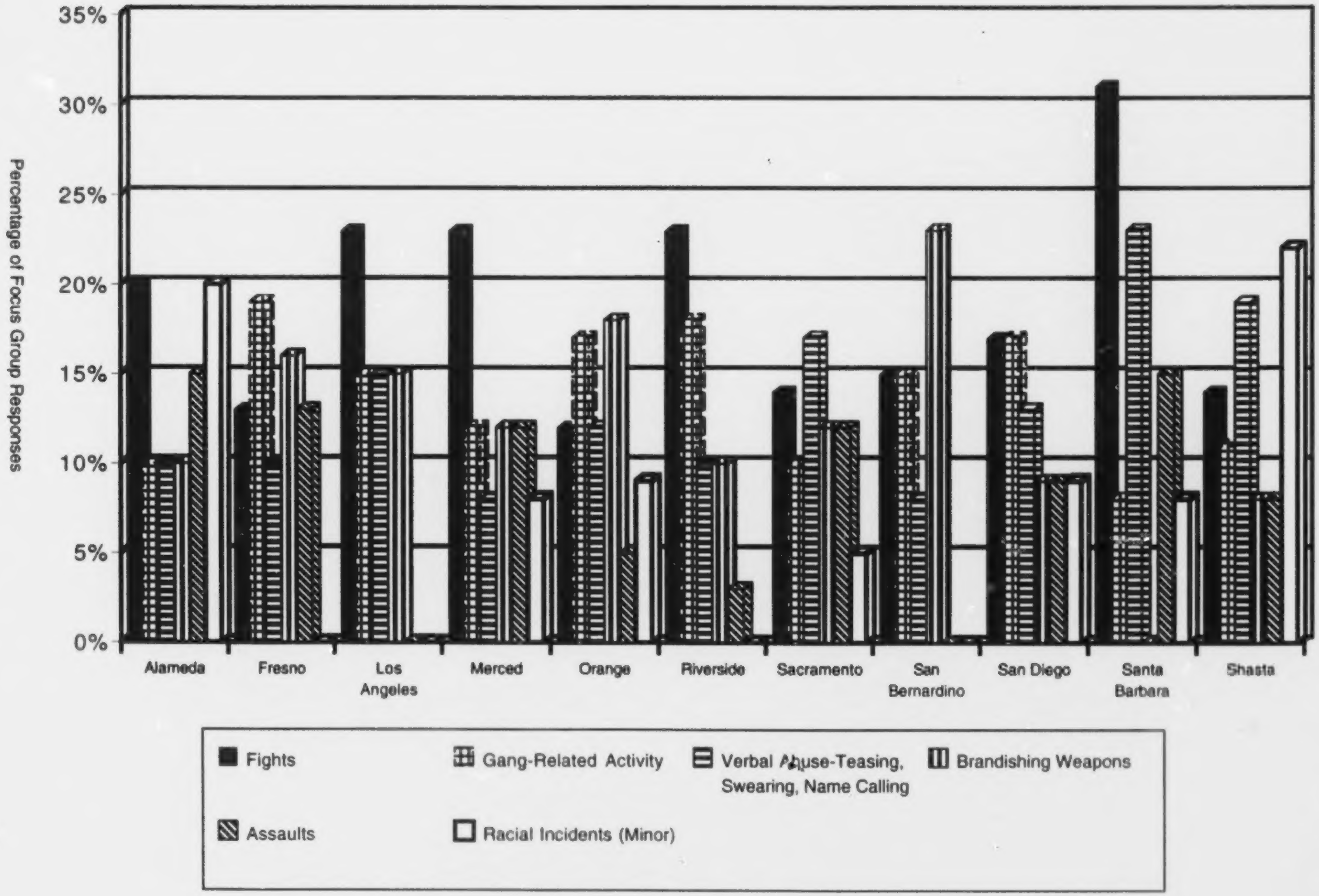


Figure 10

Focus Group Participant Responses by County to Causes of School Violence

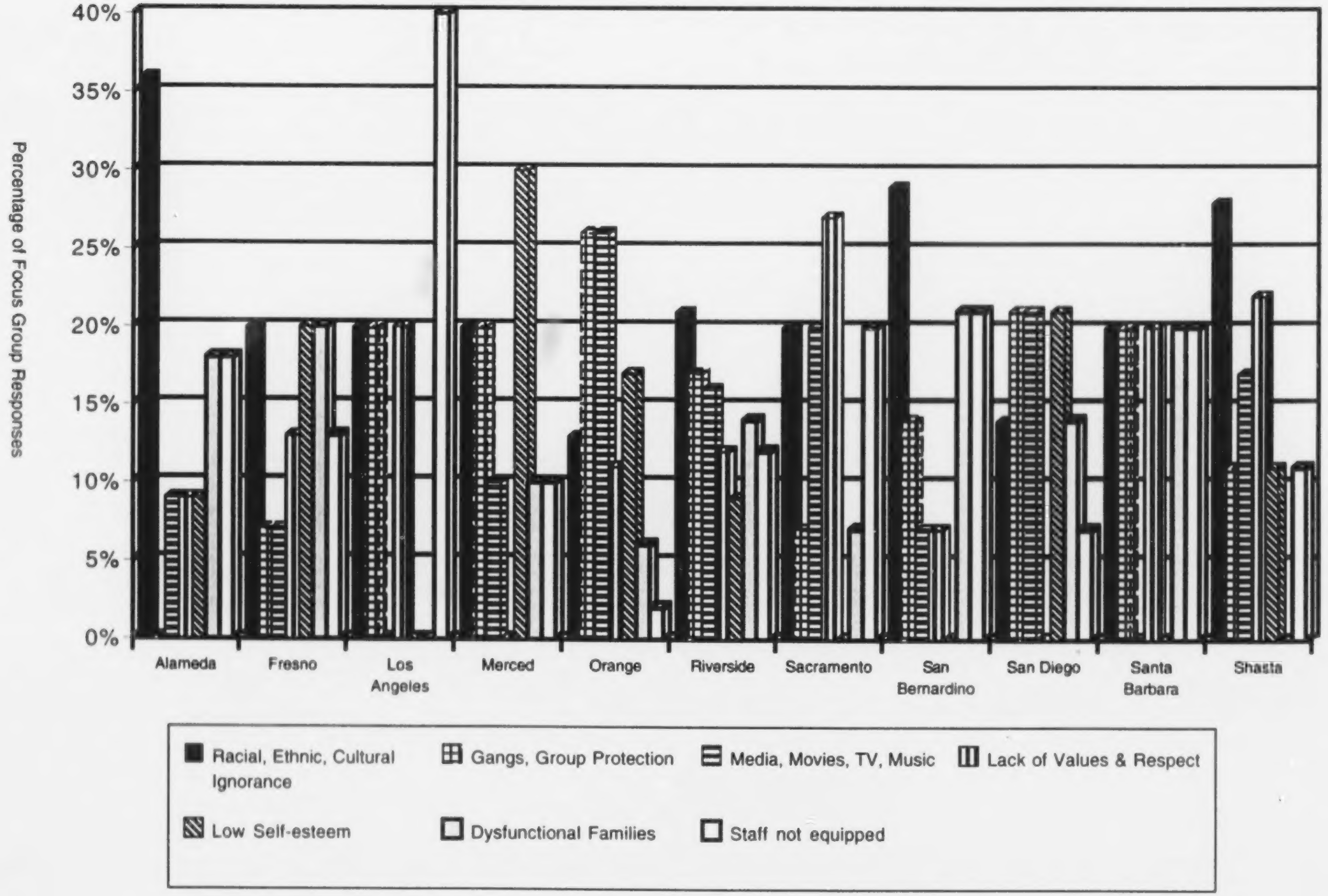


Figure 11

Focus Group Participant Responses by County How to Address School Violence

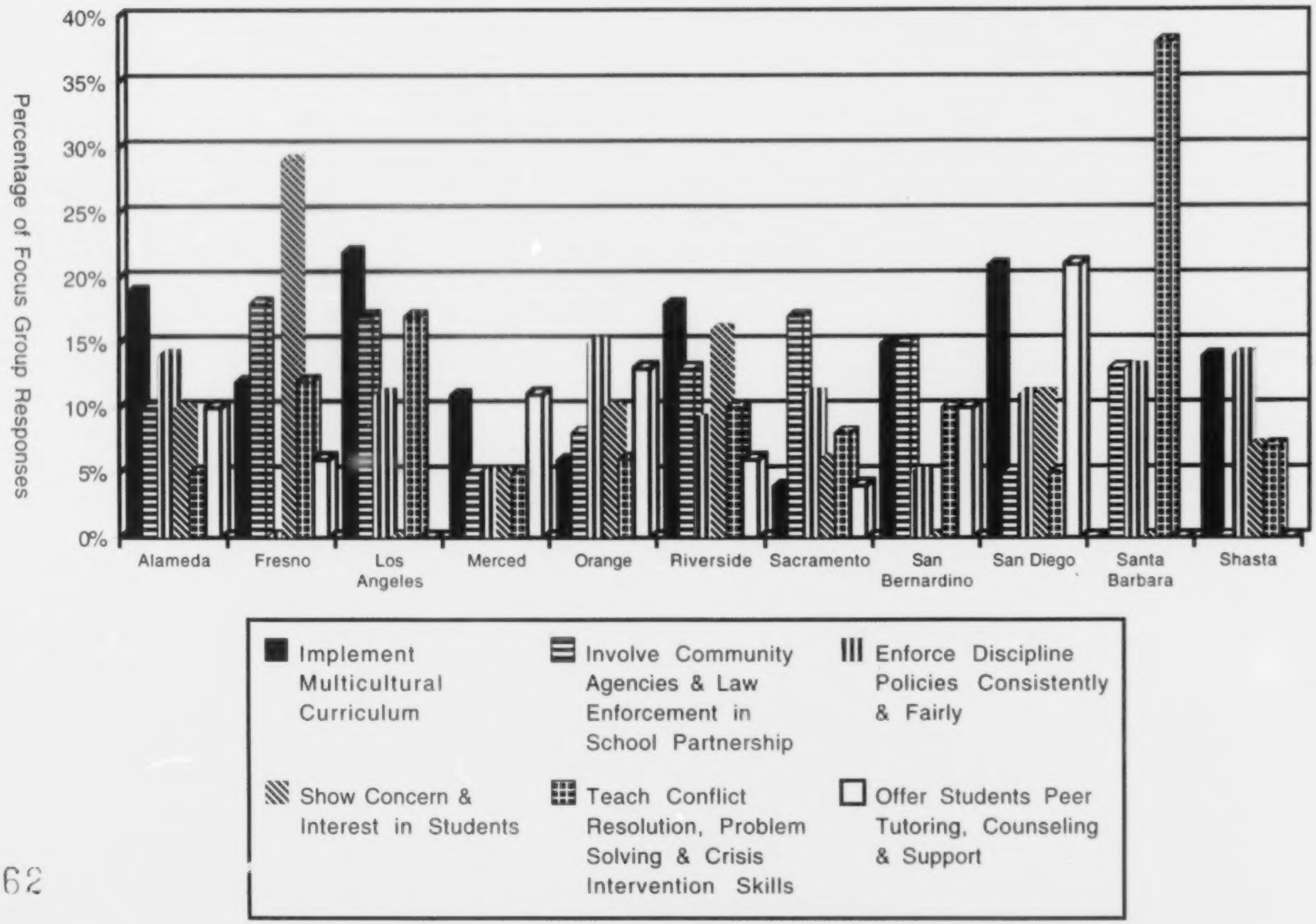
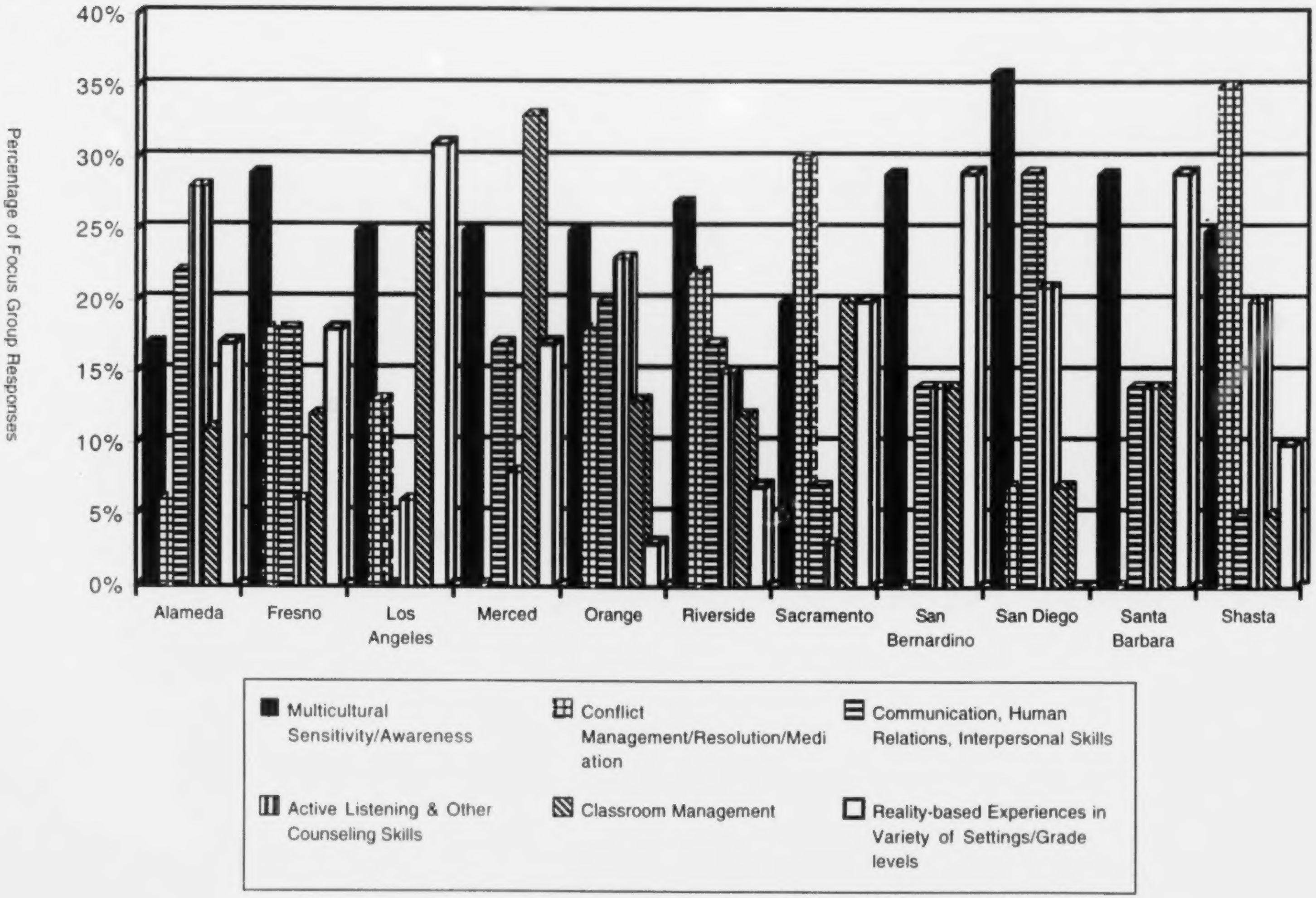


Figure 12


Percentage of Focus Group Responses
40%
35%
30%
25%
20%
15%
10%
5%
0%
Alameda
Fresno
Los Angeles
Merced
Orange
Riverside
Sacramento
San Bernardino
San Diego
Santa Barbara
Shasta
Multicultural Sensitivity/Awareness
Conflict Management/Resolution/Mediation
Communication, Human Relations, Interpersonal Skills
Active Listening & Other Counseling Skills
Classroom Management
Reality-based Experiences in Variety of Settings/Grade levels

Survey Questionnaire Results

Background

Survey procedures were used to gather information about school violence experiences among educators. Questionnaire were developed after reviewing various instruments used in previous school safety research. All instruments were pilot-tested and distributed to the groups listed below.

Surveys were sent to coordinators of credential preparation programs for teachers, administrators and pupil personnel service providers at all 72 California colleges and universities with CTC approved programs. They were asked to complete the survey and to select 20 of their credential candidates to complete the survey.

The Commission randomly selected 500 recently credentialed (in 1991) teachers, 200 recently credentialed school administrators and 200 recently credentialed pupil personnel service providers and sent surveys to them.

A school board member, who was also a panelist, administered the survey to conference participants at the California School Board Association's annual convention in November, 1992. Because the number of respondents was not sufficient, the state school board association president also sent the survey to the executive council of the organization (250).

Surveys were sent to the Commission's counterparts in all 49 states and the District of Columbia.

And finally, the American Association of Colleges for Teacher Education sent their mailing list of all 850 of their member institutions from throughout the United States who, in turn, were sent surveys.

Responses were received from:

(a) more than 700 California credential candidates and their professors;

(b) more than 300 recently credentialed school teachers, administrators, and pupil personnel service providers such as school counselors, psychologists and social workers;

(c) almost 100 school board members;

(d) state teacher credentialing and licensing directors (CTC's counterparts) in all the other 49 states, including the District of Columbia; and

(e) more than 360 college and university teacher training program coordinators from throughout the United States responded to a survey about the preparedness of their students to address school violence. (See chart on page 7.)

Survey Responses

Overall, How Big of a Problem is Violence at Your School?

Surprisingly, only a few written survey respondents saw violence at their school as being a very big problem. A large percentage indicated that violence was a medium-sized problem, though most indicated that violence was not a problem (see Figures 13 and 14).

An analysis of different groups participating shows that credential program coordinators from throughout the United States were the least likely to indicate that violence was a problem in the schools (over 80 percent indicated that violence was little or no problem at all). However, a mixed group of participants in small focus group meetings throughout California saw it as the biggest problem, even though 47 percent of them deemed violence as a medium-sized problem; 5 percent said it

Figure 13

CTC Survey Results, Responses to Question:
Overall, how big of a problem is violence at your school?

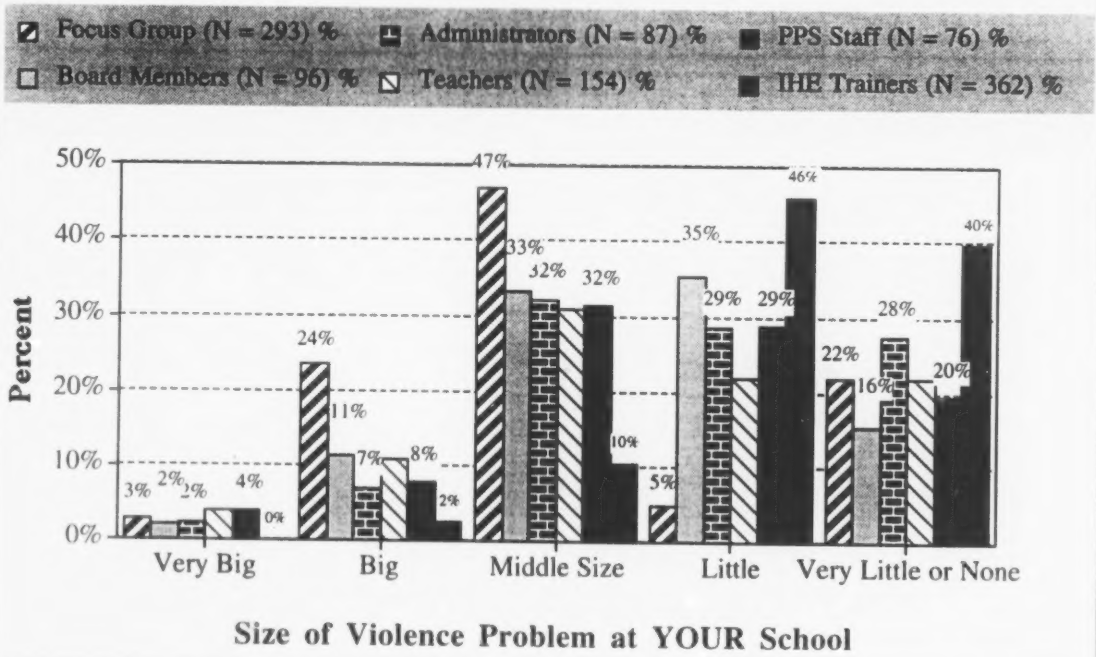


Figure 14

California Current Credential Student Candidate Responses: How Big of a Problem is Violence on Your School Campus?

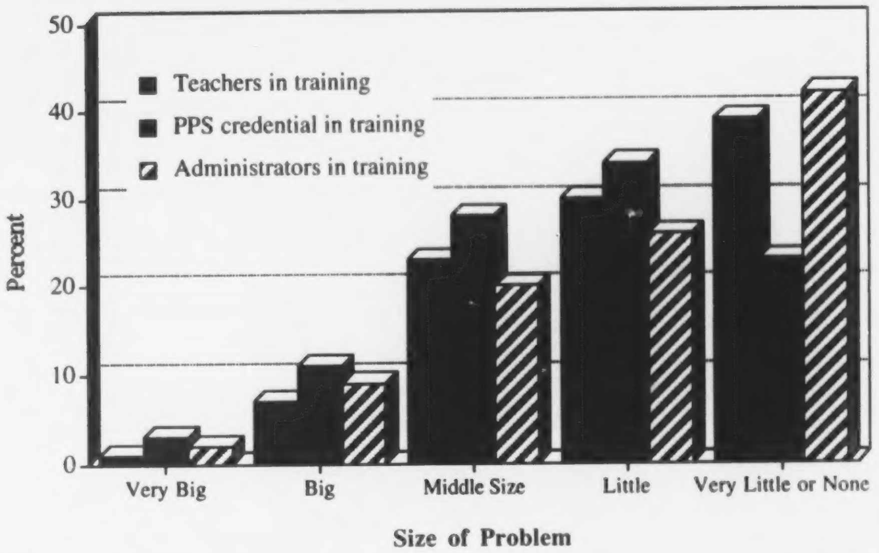


Figure 15

California Recent Credential Recipient Responses: How Adequately Prepared Are You to Address Violence on Your School Campus?

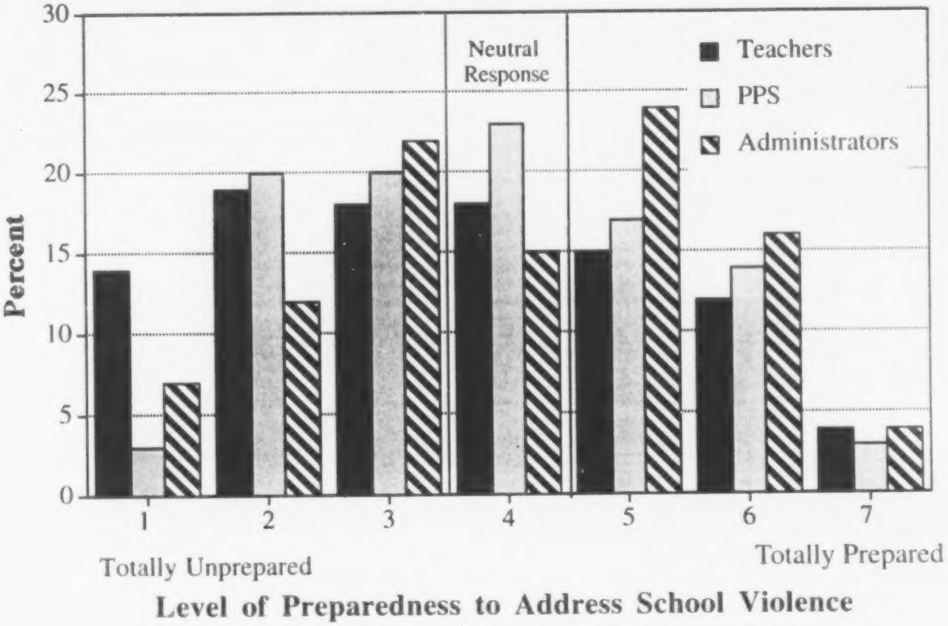
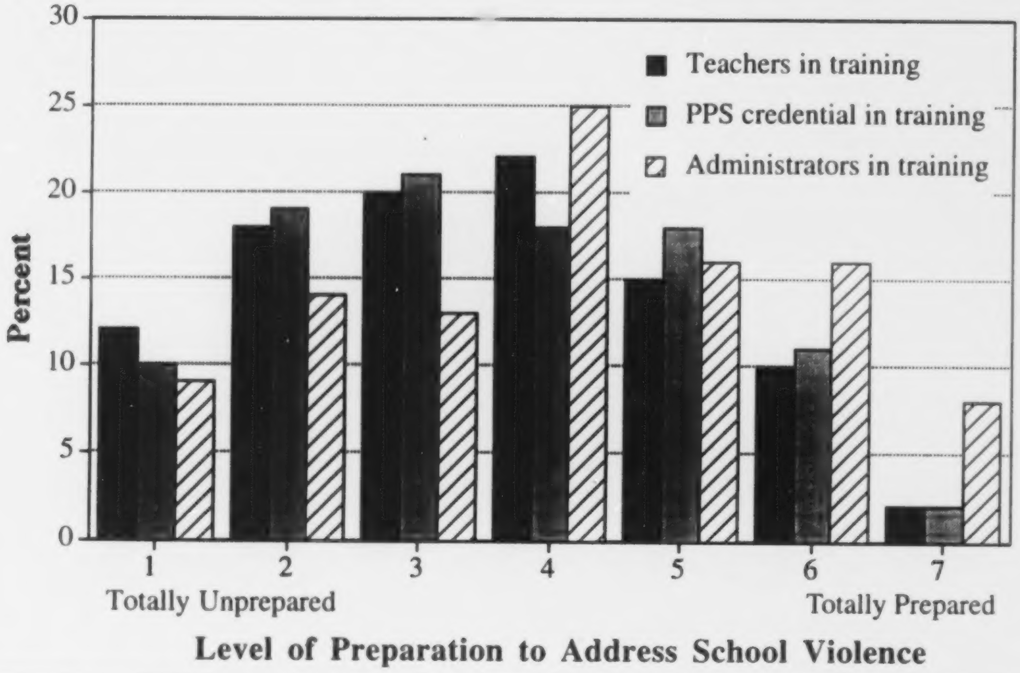


Figure 16

California Current Student Credential Candidate Responses: How Adequately Prepared Are You to Address Violence on Your School Campus?



was a little problem and 20 percent said it was very little or no problem at all, which leaves only 25 per cent who saw violence as a big or very big problem.

The vast majority of recently credentialed candidates, currently working in California schools also responded to the written survey indicating that violence was little or no problem in their schools. See Figure 13.

> School board member responses seemed to indicate that they felt their staff members were prepared to address violence in California schools

How Adequately Prepared are You to Address Violence on Your School Campus?

Not surprisingly, most educators feel unprepared to address school violence. Responses from recently credentialed teachers, school administrators, and pupil personnel service providers (see Figure 15) were similar to those of credential candidates currently completing preparation programs (see Figure 16). Teachers reported feeling the most unprepared, followed by pupil personnel service providers (school counselors, psychologists, social workers and child welfare attendance

Figure 17

Responses of Trainers in Institutes of Higher Education in the USA:

How Adequately Does Your Program Prepare K-12 Educators to Effectively Address Violence on School Campuses?

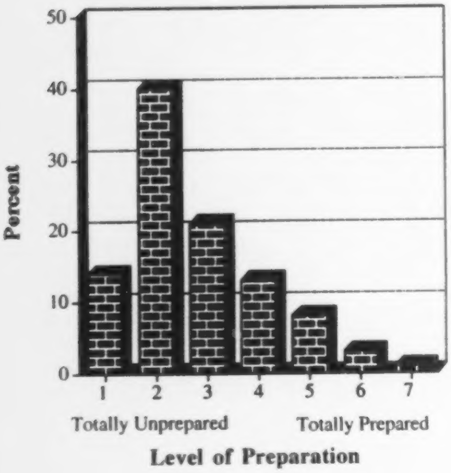
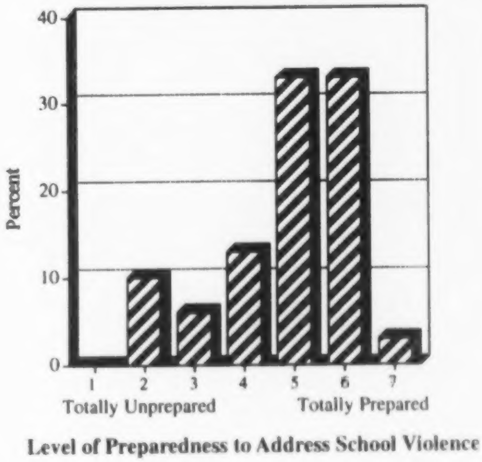


Figure 18

California School Board Member Responses: How Adequately Prepared is Your Staff to Address School Violence?



specialists). School administrators feel the most prepared, even though an equal number stated they were unprepared as were prepared. The vast majority of education program coordinators throughout the United States stated that they were unprepared (see Figure 17). On the other hand, however, school board member responses seemed to indicate that they felt their staff members were prepared to address violence in California schools (see Figure 18).

Special Training for School Violence?

In each case, when asked if they received special training or if there should be special training, the responses were in the same direction: a resounding "NO" I did not receive special training, and "YES" there should be training for school violence. (See Figure 19 for national responses and Figures 20 and 21 for state responses.)

Do You Want School Violence Training?

Over 60 percent of all educators responding said "YES" to the question, "Do you want school violence training?" (See Figure 22 for recently credentialed educator responses.)

What Incidents of Violence have Occurred to Students or Adults at Your School in the Past 30 to 60 Days?

Eighty percent (80 per cent) or more of the recently credentialed school administrators, teachers, and pupil personnel service providers reported that in the past 30-60 days, students or adults at their school were punched, grabbed, cursed at or made fun of. At least 70 per cent of the credentialed educators reported that students or adults were verbally threatened or had personal property stolen (see Figures 23, 24, and 25).

How Often do You Think About Leaving the Education Profession Because of School Violence?

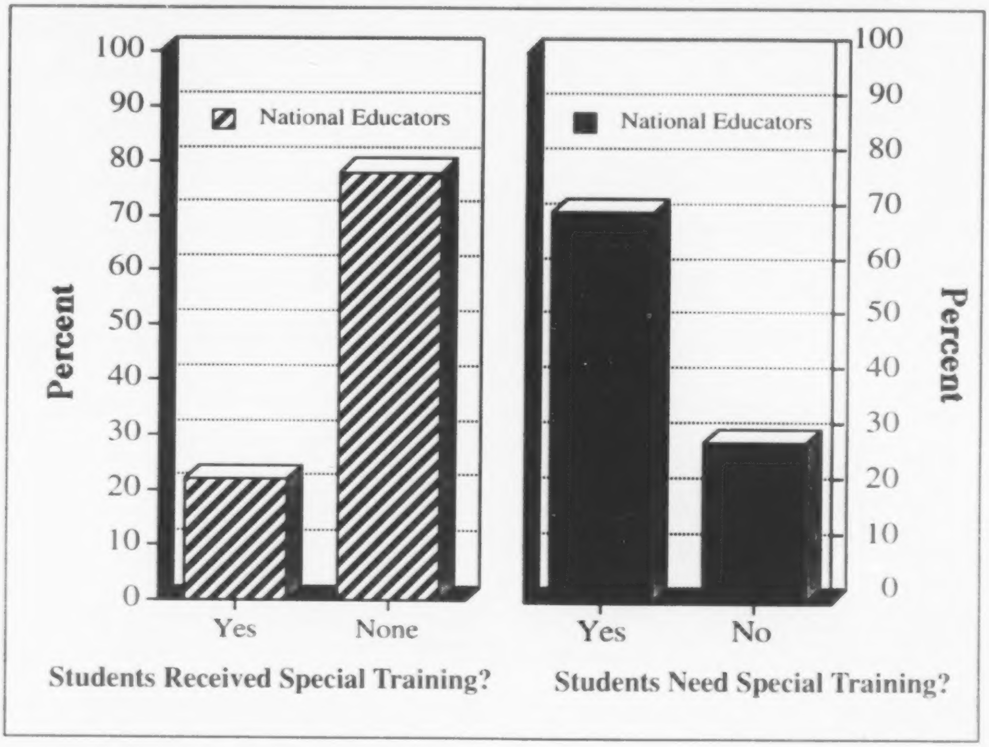
Neither recently credentialed educators nor credential candidates think about leaving the profession very often due to school violence (see Figures 26 and 27).

Related questions were asked of credential candidates currently completing preparation programs from California or other parts of the United States and the results are about the same, showing very little worry. The results are shown in the following figures:

- How often do you worry about violence at your training site? (California respondents, around 70 percent, very little)—(see Figure 28).
- To the best of your knowledge, how often do your students worry about their personal safety at their placement school

Figure 19

Trainers in Institutions of Higher Education in the USA: Responses to Questions About Their Students Receiving Special Training and About the Need for Special Training



campuses? (Credential program coordinators from throughout the United States, 83 percent said very little)— (see Figure 29).

- How often do students think about leaving your credential program because of worries about school violence? (Credential program coordinators from throughout the United States, 65 percent said, not at all, 30 percent said, once a month or less) (see Figure 30).

Do You Support Mandatory K–12 School Safety Planning?

Over 90 per cent of all educators said "YES" (see Figure 31 for recently credentialed educator responses).

Does Your School Have a Violence Prevention Program?

Just over half recently credentialed educators said "YES" (see Figure 32).

Violence Training Required for State Certification?

California is the only state in the United States to require training to address school violence for state certification of teachers, school administrators, and pupil service personnel. As of March 1995, no other state is addressing this issue in preservice training as a condition for state certification.

Figure 20

California Recent Credential Recipient Responses: Should There Be Special Training for School Violence?

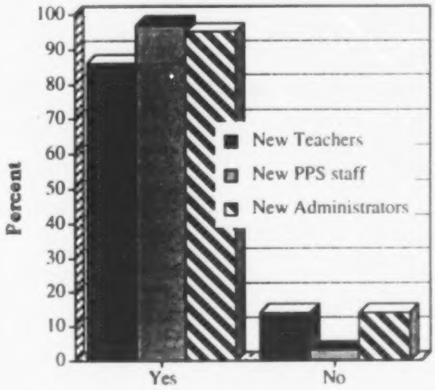


Figure 21

California Recent Credential Recipient Responses: Did you Receive Special Training for School Violence?

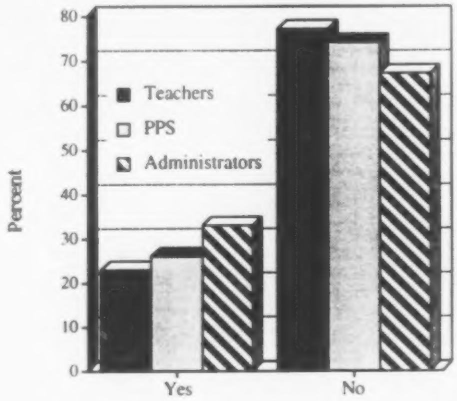


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Figure 22

California Recent Credential Recipient Responses: Do You Want School Violence Inservice Training?

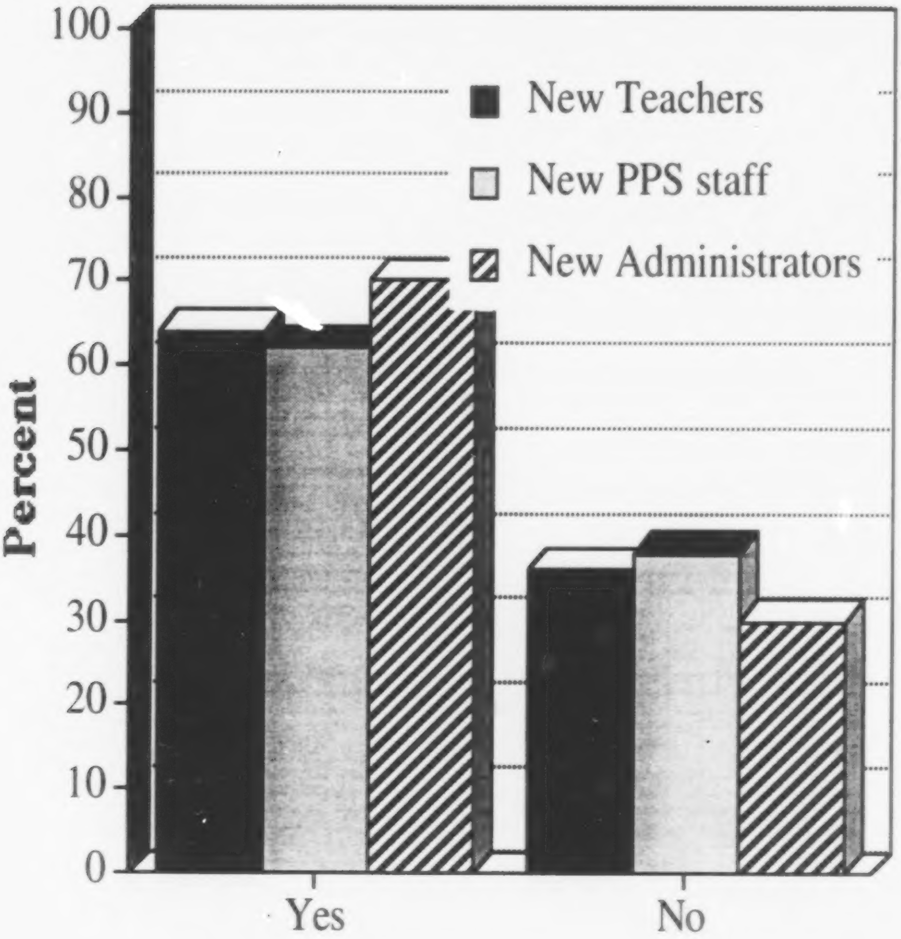


Figure 23

New Teacher Credential Holders: Incidents That Occurred to Anyone on their Campus(es) in Past Month

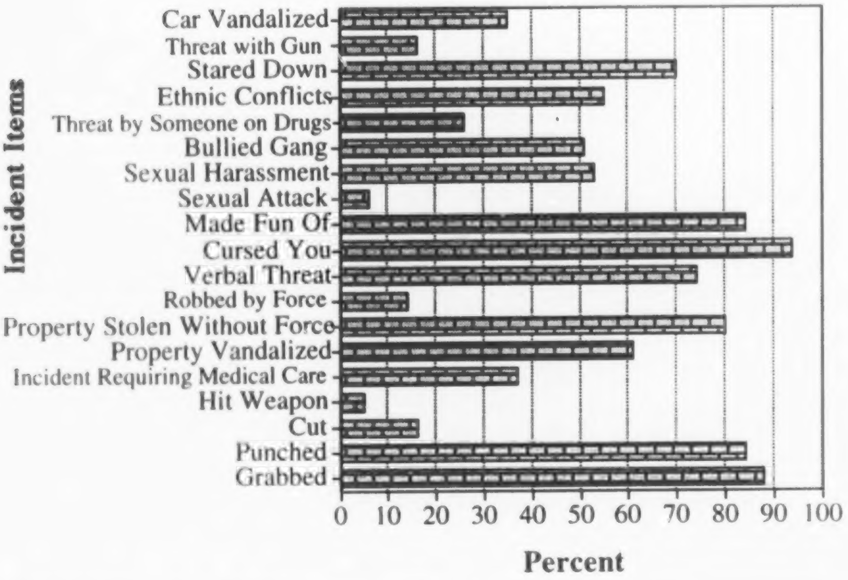


Figure 24

New PPS Credential Holders: Incidents That Occurred to Anyone on their Campus(es) in Past Month

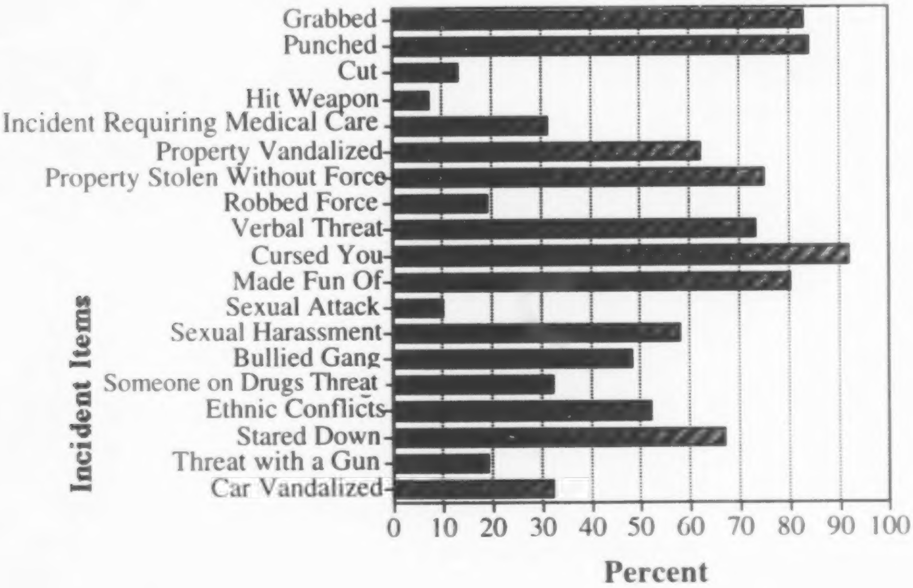


Figure 25

New Administrative Credential Holder: Incidents That Occurred to Anyone on their Campus(es) in the Past Month

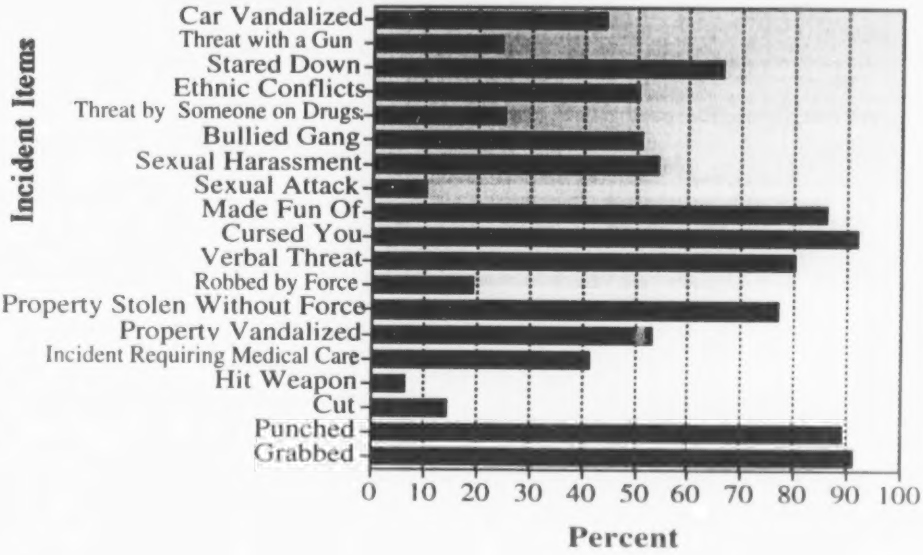


Figure 26

California Recent Credential Recipient Responses:

How often do you think about leaving the education Profession because of violence on your school campus?

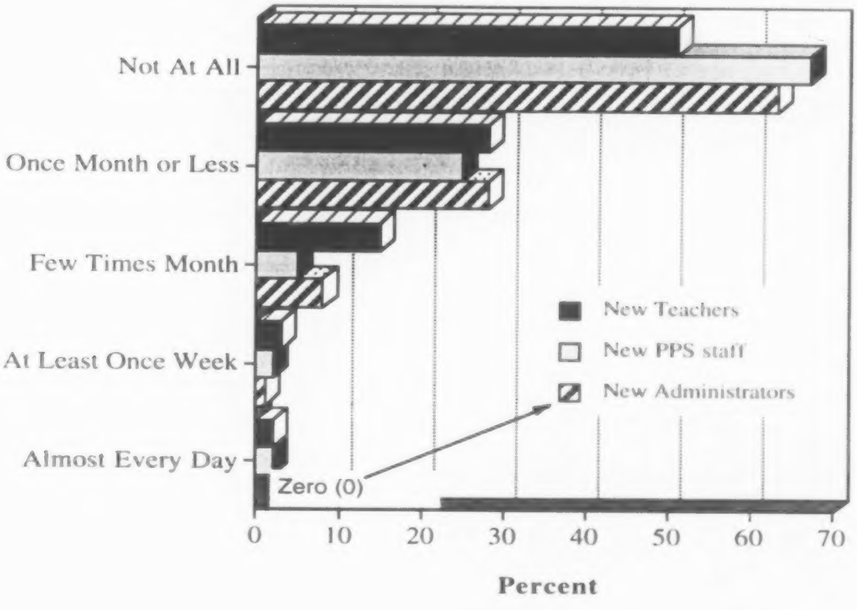


Figure 27

California Current Credential Candidate Responses: How Often do you Think About Leaving the Education Profession Because of School Violence?

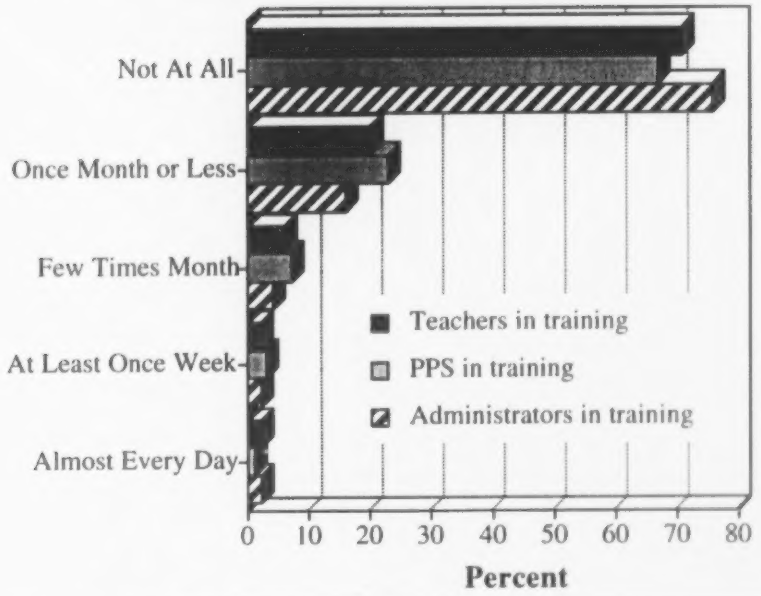


Figure 28

California Current Credential Candidate Responses
How Often Do You Worry About Violence on Your School Campus?

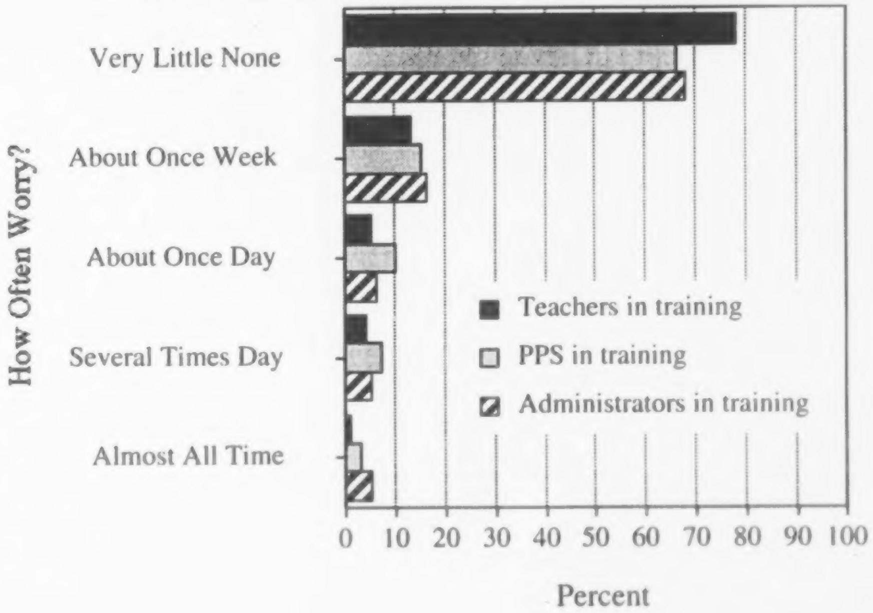


Figure 29

Trainers in Institutions of Higher Education in USA:

To the best of your knowledge, how often do your students worry about their personal safety at their placement school campus?

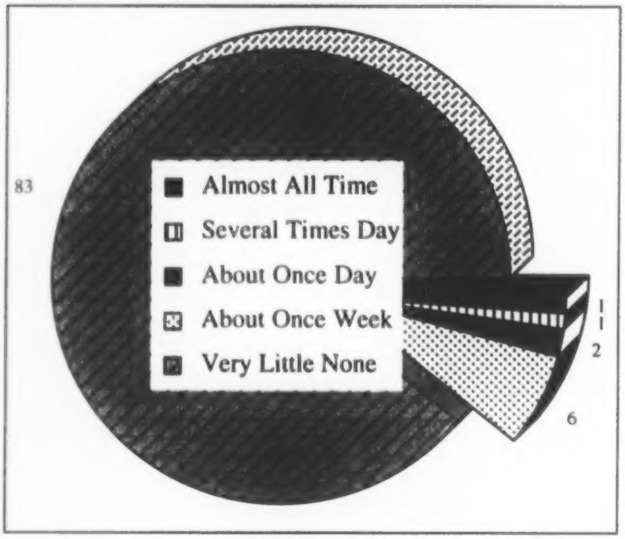


Figure 30

Trainers of Educators in Institutes of Higher Education in USA:

How Often do Students Think About Leaving Your Credential Program Because of Worries About School Violence?

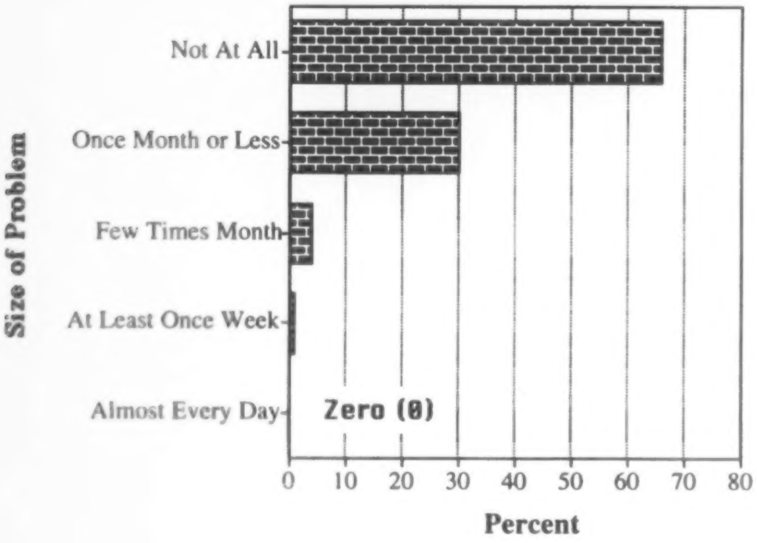


Figure 31

**California Recent Credential Recipient Responses
Do You Support Mandatory K-12 Safety Planning?**

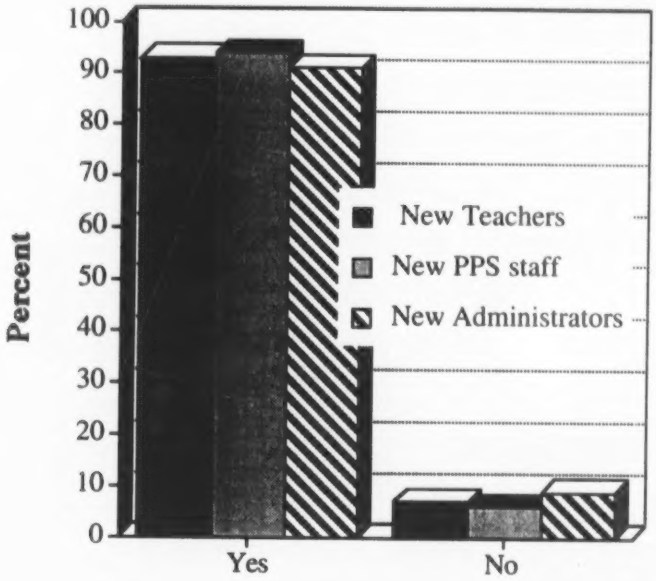
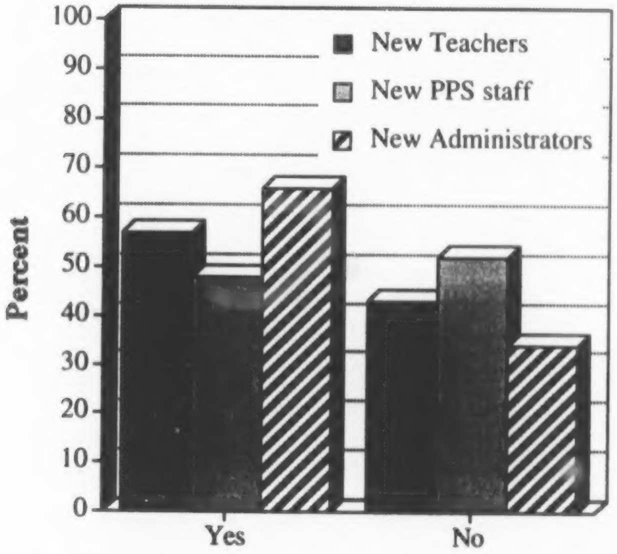


Figure 32

**Recent Credential Recipient Responses:
Does Your School Have Violence
Prevention Programs?**



PANEL RECOMMENDATIONS

The recommendations in this report are designed to promote the development of skills among educators and the broader community so they can develop prevention and intervention efforts to address violence in California schools. The Panel believes that effective violence prevention programs will do more than increase surveillance and discipline students who are prone to aggression. It is also necessary for all involved to have the courage to teach children alternatives to violence and to acknowledge how we as adults contribute to this problem. Most importantly, the panel proposes to retain the focus on education and not solely on punishing incidents of violence.

> It is essential that educators examine the school violence problem in order to include it within the broad educational mission of schools. This is the unique contribution that educators can bring to the general problem of reducing violence among California's youth.

The Panel is also concerned that readers realize the importance of placing school and violence prevention efforts within the context of social, institutional and community-wide initiatives. No amount of effort to prevent and mitigate violence in the schools will be successful unless the entire community is equally involved.[1]

The panel elected to present its recommendations for each of the constituencies that have a role in educating students and addressing school violence. In this section, recommendations are presented for:

- Teachers
- School administrators
- Pupil personnel services staff (counselors, psychologists, social workers, etc.)
- Other Educators and Organizations
    - -School classified personnel
    - -School board members
    - -Professional organizations and
    - -College and university trainers
- Educational Consumers
    - -Students
    - -Parents and other caregivers
- Criminal Justice Personnel
    - -Law enforcement
    - -Probation and parole
    - -Prosecutor's office
- Community and Social Service Providers
    - -Business
    - -Civic organizations
    - -Religious organizations
    - -Labor organizations
    - -Government agencies (local, state and Federal)
    - -Community-based organizations and volunteers
- Health and social service providers
- The Legislature

Although the recommendations are presented separately for each group, the panel recognizes that preventing school violence will require collaboration among school and community constituencies. It is essential that educators examine the school violence problem in order to include it within the broad educational mission of schools. This is the unique contribution that educators can bring to the general problem of reducing violence among California's youth.

References and Other Supportive Documentation

1. Soriano, M., Soriano, F., & Jiminez, E. (1994). "School Violence Among Culturally Diverse Populations: Sociocultural And Institutional Considerations," School Psychology Review, 23 (2), (pp. 216-235).

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RECOMMENDATIONS FOR TEACHERS

The Teacher's Mission

The primary mission of teachers is to foster academic excellence and success of all youth by creating caring relationships and integrated learning environments that are engaging and motivating to students. Teachers play an essential role in creating effective schools and are responsible for educating competent students so they can reach their academic, social, and career potential.

The teacher's mission needs to be supported by parental involvement, clear and open communication, a belief in the value of cultural diversity, and the ability to foster a climate of student cooperation and collaboration. Teachers need to work with parents in a variety of ways to increase student self-esteem and personal and social responsibility. Students who are engaged in a challenging curriculum and given opportunities for success have increased self-esteem and connectedness to school and education. These students also participate less in violent and disruptive behavior. [1, 2, 3, 4]

> A school can create a "coherent" environment, a climate, more potent than any single influence—teachers, class, family, neighborhood—so potent that for at least six hours a day it can override almost everything else in the lives of children."[8]
>
> Ron Edmonds

Changing Roles for Teachers

Societal changes combined with new legal mandates are reshaping the educator's role. Teachers must understand what the law requires and allows, and how to apply it in their school settings. Classroom and campus management, student rights and responsibilities, equity, fairness, and appreciation for the unique cultural diversity of all individuals are central to this role.[5, 6]

The teacher's role is expanding to include that of an educator as well as an informed source of youth services. Teachers must develop the knowledge and skills to recognize special needs of children, involve parents, identify and use community resources, respond to potential crises, and participate in collaborative planning groups.[6, 7]

Influences in a Student's Life

With the exception of parents, the classroom teacher is perhaps the single most important adult who influences a child's life. In his classic study on school effectiveness, Ron Edmonds concluded that a school can create a "coherent" environment, a climate, more potent than any single influence—teachers, class, family, neighborhood— "so potent that for at least six hours a day it can override almost everything else in the lives of children."[8] Children are resilient and can overcome many life stressors.[9]

References and Other Supportive Documentation

(For previous page)

1. American Psychological Association (1993). "Youth Violence: Psychology's Response," Summary report of the American Psychological Association Commission on Violence and Youth. (1), Washington, DC: Author.

2. Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). Student Aggression, New York: Guilford.

3. Morrison, G., Furlong, M., & Morrison, R. (1994). "School Violence To School Safety: Reframing The Issue For School Psychologists," School Psychology Review, 23 (2), (pp. 236-256).

4. Pullis, M. (1994). "A Model For Helping Teachers Implement Classroom-Based Anger Intervention Programs," In Furlong, M. & Smith, D. (Eds.), Anger, Hostility, And Aggression: Assessment, Prevention, And Intervention Strategies For Youth (pp. 117-140). Brandon, VT: Clinical Psychology Publishing Company.

5. Soriano, M., Soriano, F., & Jiminez, E. (1994). "School Violence Among Culturally Diverse Populations: Sociocultural And Institutional Considerations," School Psychology Review, 23 (2), (pp. 216-235).

6. James, B. (1994). "School Violence And The Law: The Search For Suitable Tools," School Psychology Review, 23 (2), (pp. 190-203).

7. Furlong, M., Morrison, G., & Dear, J. (1994). "Addressing School Violence as Part of Schools' Educational Mission," Preventing School Failure, 38 (3), (pp. 10-18).

8. Edmonds, R. (1986). "Characteristics of Effective Schools In The School Achievement Of Minority Children," New Perspectives, (pp. 93-104). Hillsdale, NJ: Lawrence Erlbaum.

9. Hawkins, J. David, et al. "Risk & Protective Factors for Alcohol & other Drug Problems in Adolescence & Early Adulthood. in Psychological Bulletin, Vol. 112, No. 1, 1992, (pp. 64-105).

Teacher Recommendation #1

Teachers should receive instruction in the knowledge and skill necessary to address their legal and professional responsibilities with regard to student behavior and school safety. Examples include:

- Mandated child abuse reporting[1]
- Confidentiality of student records[2]
- Teacher liability [3]
- Student rights and responsibilities - behavior expectations and consequences [4, 6]
- Disciplinary matters vs. criminal offenses (i.e., truancy vs. weapons and drugs)
- Classroom management
- Parent rights and responsibilities (records access) [5]
- Parent involvement (meetings, classroom reinforcement)
- Act in a respectful manner to all students, parents, and staff members
- Search and seizure opportunities and limitations (Reasonable suspicion vs. probable cause)[7]

Rationale

In a litigious society, teachers need to understand California and federal laws, school policies, and district regulations to perform their required duties and minimize their liability exposure. Requirements are set in the California Education Code, Penal Code, Welfare and Institutions Code, and other codes, ordinances, statutes, and regulations.[7]

References and Other Supportive Documentation

(For Teacher Recommendation #1)

1. California Penal Code Sections 11166-11174.3.
2. California Education Code Section 49073.
3. California Education Code Sections 44420 - 44440.
4. California Education Code Section 44807.
5. California Education Code Sections 49061-49077.
6. California Education Code, Sections 48900 - 48925.
7. James, B. (1994). "School Violence And The Law: The Search For Suitable Tools," School Psychology Review, 23 (2), (pp. 190-203).

Teacher Recommendation #2

Teachers should receive instruction in the knowledge and skill for building a safe, positive, and nurturing school climate. This knowledge and associated skills allow teachers to:[1, 2, 5]

- Clearly communicate, consistently enforce, and fairly apply the classroom and campus behavior standards. Teachers should have a prominent role in establishing these standards.[3]
- Create a classroom environment conducive to learning.[4]
- Establish with students a shared standard of values and behaviors that create mutual respect.
- Create a climate that acknowledges and respects racial, ethnic, gender, sexual orientation, national origin, familial status, age, religious, developmental, socioeconomic and ability differences.
- Present curriculum that is relevant and practical—curriculum that is meaningful and students can relate to it.[6]
- Provide support and protection to victims and professional assistance for perpetrators.
- Enhance positive communication among themselves, students, parents, and other staff members.
- Identify, select, and or recommend appropriate discipline alternatives, such as individual educational and behavior plans, Saturday school, in-school suspension, tutoring, community service, and restitution. Discipline considerations should always be made with concern for preserving the dignity of students, parents and staff.[4, 5]

> Teachers should
> present curriculum that is relevant and practical—curriculum that is meaningful and students can relate to it.

Through creative uses of the curriculum and other educational activities, teachers should provide students with an understanding of how the media impacts their lives positively and negatively. Students should also learn how they can more objectively view media and counteract its negative influences.[9]

- Be knowledgeable about how various protective factors (i.e., parental involvement and wholesome relationships) can be a positive influence and how risk factors (i.e., drug abuse and domestic violence) can be a negative influence on a student's emotional, social, and cognitive development.[7, 8, 15]
- Through creative uses of the curriculum and other educational activities, provide students with an understanding of how the media (television, radio, video games and movies, newspapers, magazines, computers, and other forms of media) impacts their lives positively and negatively. Students should also learn how they can more objectively view media and counteract its negative influences.[9]
- Assess personal values, biases, knowledge, and experiences to determine how those factors impact their teaching effectiveness, through professional activities.[10, 11]
- Understand their role in the campus discipline plan.[12]
- Provide the context in which youth of various racial, ethnic, sexual orientation, socioeconomic, and religious backgrounds develop bonds of cohesiveness, a sense of community, and mutual appreciation (i.e., UNICEF materials).[13]
- Assess accurately the classroom climate by appraising student attitudes and expectations about the class, the needs and strengths of each student, and appropriate referrals for special student needs that cannot be addressed solely in the classroom.[14] Provide encouragement and support to slower students while giving attention to those students whose learning pace is average or more advanced.

Rationale

Students feel safe in a school environment when teachers nurture, communicate effectively, reflect a caring attitude, allow for individuality, and demonstrate courtesy and respect. School personnel can become significant buffering influences in the lives of students who experience multiple risk/protective factors in their lives. Furthermore, even if there is minimal overt, gratuitous violence in a particular school, educators still have a broader obligation to help children who have been victims of or witnessed violence in their communities. This is necessary because such experiences can lead to psychological and social distress. Research has shown that students exposed to violence chronically will be unable to devote all of their energy toward the learning process in the classroom.[15]

Teachers in mainstream classes are being called upon to teach students who are on a trajectory toward aggressive behavior and require nontraditional instructional and management techniques. Additional staff development is needed to prepare teachers and other school personnel to appropriately address the needs of these students.[16, 17, 18, 19]

References and Other Supportive Documentation

(For Teacher Recommendation #2)

1. United States Department of Education, Office of Educational Research (1993). "Evidence ... schools may do more to reduce student violence by creating nurturing learning environments than by placing primary emphasis on trying to control student behavior," Review of Research on Ways to Attain Goal Six, (p. 50), A paper serving as the basis for the publication Reaching the Goals, Goal 6: Safe, Disciplined, and Drug-Free Schools. 1993.

2. Ansley, L. (August 13-15, 1993). "Getting Worse," Thirty-seven percent of the 6th to 12th grade students (65,000) who responded to a USA survey don't feel safe in school. USA Weekend, (pp. 4-6).

3. Houston, J. (April 1989). "Language For Preventing And Defusing Violence In the Classroom," A well designed proactive strategy by teachers, administrators, and school personnel will decrease the opportunity for, and the likelihood, of violent outburst, Urban Education, 24 (1) (pp. 31-33).

4. Easley, M., Etheridge, B., & Hampton, T. (1993)."In fact, a more intensive education, including support services may be called for if there is any hope that the cycle of violence will end."- Task Force on School Violence, NC, Prepared for Governor Hunt, (p. 12).

5. California Education Codes 35291, et seq., 48911, 48914, 48915, 48915.1, and 48980.

6. The Parliament of the Commonwealth of Australia, 1994). "The Committee is convinced that if the senior curriculum was modified to make it more relevant to some students, anti-social behavior could be significantly reduced." Sticks & Stones, Report on Violence in Australian Schools, (p. 48).

7. Garmezy, N. (1993). "Children in poverty: Resilience despite risk," *The significance of schools and teachers is a recurrent theme in the literature of 'school climate' and its importance in the development of cognitive and social skills in poor children. The school can be a major protective factor. Or negatively, the school can add to the cumulative stressors associated with poverty.* Psychiatry, 56, (pp. 127-136).

8. Bernard, B. (1992). "Fostering Resiliency of Kids: Protective Factors In The Family, School And Community," Prevention Forum, 12 (3), (pp. 2-16).

9. Friedlander, B.Z. (1993). "Community Violence, Children's Development, and Mass Media: In Pursuit of New Insights, New Goals, and New Strategies," Psychiatry, 56, (pp. 66-81).

10. The Parliament of the Commonwealth of Australia, (1994). "...The Committee was told that teachers were both surprised and horrified at student perceptions that many of the teachers were bullying, particularly through the use of sarcasm.... Consultations and research in the field indicate that many teachers do not recognize violence as a serious problem, think their part of the curriculum has no bearing on the issue and do not see how their own behaviors can foster violence, for example, some methods of class and school management, including physical and verbal violence." Sticks & Stones, Report on Violence in Australian Schools, (p. 14).

11. Furlong, M., Morrison, G., & Dear, J. (1994). "Addressing School Violence as Part of Schools' Educational Mission," Preventing School Failure, 38 (3), (pp. 10-18).

12. Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). Student Aggression, New York: Guilford.

13. Soriano, M., Soriano, F., & Jiminez, E. (1994). "School Violence Among Culturally Diverse Populations: Sociocultural And Institutional Considerations," School Psychology Review, 23 (2), (pp. 216-235).

14. Furlong, M. (1994). "Evaluating School Violence Trends," School Safety, (Winter), (pp. 23-27).

15. Richters, J. E. (1993). "Community Violence And

Children's Development: Toward a Research Agenda for the 1990s," Psychiatry, 56, (pp. 3-6).

16. American Psychological Association. (1993). "Youth Violence: Psychology's Response, Summary Report of the American Psychological Association Commission on Violence and Youth," (1), Washington, DC: Author.

17. Walker, H., Steiber, S., & O'Neill, R. (1990). Middle School Behavioral Profiles of Antisocial and At-Risk Boys: Descriptive and Predictive Outcomes," Exceptionally, (1) (pp. 66-77).

18. Walker, H. (1993). "Antisocial Behavior in School," Journal of Emotional and Behavioral Disorders, (1) (pp. 20-24).

19. Walker, H., & Sylwester, R. (September 1991). "Where Is School Along the Path to Prison?" Educational Leadership, (pp. 14-16).

Teacher Recommendation #3

Teachers should receive instruction in the knowledge and skill necessary to utilize and involve community members and resources in the educational program in order to build an effective relationship with the community. Building the knowledge and skill base for teachers should begin in preservice preparation, but should be continued with inservice training. Time to use this knowledge and these skills must also be made available as is appropriate at each school site.[1,3] Examples include:

- Interagency partnerships that extend into the school community, such as with higher education, the corporate community, law enforcement, probation, health care providers, social services, mental health, parks and recreation agencies, senior citizens.[2]
- School-linked health and social services.
- Volunteers for teacher assistance and tutoring.
- Technology and related databases.
- Media and information networks.
- Homework assignments that allow students to practice things learned and to make practical use of their education wherever possible.
- Various resources that are available through the school or district such as individual or family counseling and referrals for family or social services.

Rationale

Drawing upon community resources will enhance the teacher's role as a partner in the process of educating children. Teachers can greatly benefit from an awareness of techniques for increasing community involvement and making use of appropriate resources and referrals when students have special needs that cannot be addressed solely with their own classroom resources.

References and Other Supportive Documentation

(For Teacher Recommendation #3)

1. Gessinger, J. (June 30, 1993). "School Violence Blamed On Uncaring Adults," San Diego Union Tribune.

2. Smith, R. (July 12, 1993). "To Stem This Tide," 'Teens on Target' *is one of many community violence prevention programs attempting to reach children. Interagency programs that counsel and support mothers at risk for abusing their infants have been successful,* Los Angeles Times, Section E.

3. Soriano, M. (Winter 1994). "The Family's Role In Violence Prevention and Response," *Discussion of the interdependence of the family, school and community to protect children and suggestions to prevent violence,* School Safety, (pp. 12-15).

Teacher Recommendation #4

Teachers should receive instruction in the knowledge and skill in crisis prevention, crisis management, crisis containment, and crisis resolution. This knowledge and associated skills allow teachers to:

- Model for students strategies in conflict resolution and mediation.
- Implement conflict resolution and mediation programs and strategies, providing students with opportunities to practice resolution and mediation skills within and outside the classroom.[1]
- Respond safely to an assaultive student.
- Respond to the emergency situations identified in the school's crisis plan.[2]
- Evaluate and handle physical confrontations in a safe manner.[3]
- Defuse and mediate conflict, and teach mediation skills to students.[4]
- Approach adult or youth intruders in a safe and nonthreatening manner.[5]
- Recognize the early verbal and nonverbal warning signs of disruptive student demonstrations, such as verbal attack patterns, bullying, maddogging, disrespect, hazing, and intimidation, and respond appropriately.[6, 9]
- Be aware of the value system and culture associated with street life in urban communities. In essence, the norms of the street may be at odds with the behavioral norms of the schools. They can represent a competing and sometimes contradictory value system.[7, 11]
- Be knowledgeable about places and situations in school that are associated with the occurrence of aggressive behavior. Among these are crowded campus and classroom conditions, transition times between instructional activities, difficulty of instructional material and the order of its presentation, and the manner in which reprimands and directives are presented.[8]

Teachers should be trained to recognize the early signs of the anger response to frustration and interpersonal conflict which could escalate into open violence.

- Recognize the early signs of the anger response to frustration and interpersonal conflict which could escalate into open violence.[12]

- Understand their role in dealing with the media during emergencies.[12]
- Know and perform assigned roles during campus emergencies.[13]
- Use strategies for their own personal safety.[13]

Rationale

Contemporary schools are confronted with both natural- and human-caused crises that pose threats to the safety and welfare of students and staff. Teachers need to have knowledge in crisis prevention and intervention planning, and possess the skills to assume responsibility for their own welfare and that of their students. However, open conflict situations of varying degrees of severity can erupt on school campuses from time to time, no matter how observant the school staff is. A "code of the street" may play a significant role in defining appropriate and inappropriate behavior in the lives of youth. It can include clear norms governing responses in potential conflict situations on and off campus.[7] It is also important that teachers consider the manner in which conditions in a child's life, such as campus and classroom conditions, may decrease barriers to aggression. Attention to these "setting events" can decrease possible source of stress and conflict in a child's life and thereby reduce the frequency of aggressive behavior.[10]

> Teachers need to have knowledge in crisis prevention and intervention planning, and possess the skills to assume responsibility for their own welfare and that of their students.

References and Other Supportive Documentation

(For Teacher Recommendation #4)

1. James, B. (1994). "School Violence and the Law: The Search for Suitable Tools," School Psychology Review, 23 (2) , (pp. 190-203).

2. Brooks D., (Winter 1993). "Signs of the Times," *School Personnel Can Recognize and Defuse Student Conflict by Being Aware of Certain Student Behavior Patterns*, School Safety, (pp. 4-7).

3. Moriarty, Fleming, & Fitzgerald (January 1992). "Breaking Up Fights," *Specific steps are listed to guide teachers in defusing/intervening in violent confrontations*, The Executive Educator, (pp. 39-40).

4. Houston, J. (April 1989). "Language for Preventing and Defusing Violence in the Classroom," *Teachers need to possess a basic understanding of intervention language and skills to quickly isolate and stabilize a violent occurrence*, Urban Education, 24, (1), (pp. 34-36).

5. PC Sections 626, 627 et seq., EC Section 32211.

6. The Parliament of the Commonwealth of Australia (1994). Sticks & Stones, Report on Violence in Australian Schools, (P. 45).

7. Anderson, E. (1994). "The Code of the Streets," The Atlantic Monthly, 273 (5), (pp. 81-94).

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Safe schools planning must be a continuing process that includes the teacher as an active participant.

9. Besag, V. E. (1989). Bullies and Victims in Schools. Milton Keynes: Open University Press.

10. Conroy, M. A., & Fox, J. J. (1994). "Setting Events and Challenging Behaviors in the Classroom: Incorporating Contextual Factors Into Effective Intervention Plans," Preventing School Failure, 38 (3), (pp. 29-34).

11. Chan, K. (1994). "Sociocultural Aspects of Anger - Impact on Minority Children," In M. Furlong & D. Smith (Eds.), Anger, Hostility, and Aggression: Assessment, Prevention and Intervention Strategies for Youth. Brandon, VT: Clinical Psychology Publishing Co.

12. Olweus, D. (1991). "Bully/Victim Problems Among School Children: Basic Facts and Effects of a School Based Intervention Program," In D. J. Pepler & K. H. Rubin (Eds), The Development and Treatment of Childhood Aggression, Hillsdale, NJ: Erlbaum.

13. Stephens, R. (1994). "Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies," School Psychology Review, 23 (2), (pp. 204-215).

Teacher Recommendation #5

Teachers should participate in the on-going safe school planning process.[1] Examples include:

- Developing a positive climate for critical review and action.
- Collaborating with a broad-based group, including students, parents, and members from community agencies, law enforcement, parole and probation departments, and mental health agencies.[2, 4]
- Creating a clear vision of a safe school and determining how it is to be created and fostered.[3]
- Evaluating existing conditions, selecting appropriate actions, and implementing program strategies on an on-going basis to promote school safety.
- Developing, implementing, and evaluating the current school safety plan on an on-going basis.[5]

Rationale

Schools are a reflection of a changing society and must continuously address new and emerging threats to the school environment. Safe schools planning must be a continuing process that includes the teacher as an active participant.[6]

References and Other Supportive Documentation

(For Teacher Recommendation #5)

1. California Department of Education and California Office of the Attorney General (1995). Safe Schools: A Planning Guide for Action (Second Edition), Sacramento, CA:Author.

2. Furlong, M. J., Morrison, R. R., Clontz D. (Spring 1993). "Planning Principles for Safe Schools," *Discussion of safe school planning strategies that requires the collaboration of school and community individuals.* School Safety, (pp. 23-27).

3. Furlong, M. J., Morrison, R. R., Clontz, D. (Spring 1991). "Broadening the Scope of School Safety," *School safety has interrelated dimensions of (a) student/staff characteristics, (b) social environment, (c) physical environment, and (d) cultural characteristics that must be addressed when planning safe schools.* School Safety, (pp. 8-11).

4. California Education Code Sections 35294 et seq.

5. Stephens, R. (1994). "Planning For Safer And Better Schools: School Violence Prevention And Intervention Strategies," School Psychology Review, 23 (2), (pp. 204-215).

6. Furlong, M., Morrison, G., & Dear, J. (1994). "Addressing School Violence As Part Of Schools' Educational Mission," Preventing School Failure, 38 (3), (pp. 10-18).

7. Ansley, L. (August 13-15, 1993). "Getting Worse," *Some unscientific surveys have reported that a high percentage of students report feeling unsafe at school. For example, 37% of 6th to 12th grade students (65,000) who responded to a USA Weekend survey indicated that they do not feel safe at school.* USA Weekend, (pp. 4-8).

Teacher Recommendation #6

Teachers should receive instruction in the knowledge and skill necessary to build effective relationships between the school and each student's home.[1,2] This knowledge and associated skills allow teachers to:

- Improve relationships with families and involve them in children's learning.
- Recognize the strengths of families and build trust and mutual respect.
- Promote clear, two-way communication between the school and the family as to school programs and children's progress.
- Involve families, after appropriate training, in instructional and support roles at the school.
- Support parents to share in the decision making and leadership process related to governance, advisory, and advocacy roles.

> Teachers should be trained to provide parents and family members with information to assist children in learning at home.

- Provide parents and family members with information to assist children in learning at home.
- Help parents and their families enhance parenting skills and foster conditions at home that support children.
- Provide access to and coordinate community and support services for children and families to help foster the "whole child" concept.

> The involvement of parents and communities in schools strengthens the relationship among school personnel, families, and community members and improves student achievement and attitudes toward school.

- Contribute their use of computer technology to access curricula (educationally and recreationally sound) that assists parents with those youths (who are currently in or out of school) who spend an abundant amount of time in front of the computer, oftentimes for negative purposes.[3]

Rationale

The involvement of parents and communities in schools strengthens the relationship among school personnel, families, and community members and improves student achievement and attitudes toward school. Any form of parent participation appears to improve student achievement; students develop more positive attitudes towards school and improve behavior. Although limited numbers of parents currently are involved in their children's education, they do need to promote public awareness and support for parent involvement in education. The attitudes of teachers and administrators coupled with the school's practices often encourage and create opportunities to build trusting relationships with families.

References and Other Supportive Documentation

(For Teacher Recommendation #6)

1. Miller, G. (1994). "Enhancing Family Based Interventions For Managing Childhood Anger and Aggression," In M. Furlong & D. Smith (Eds.), Anger, Hostility, and Aggression: Assessment, Prevention, and Intervention Strategies For Youth (pp. 83-116). Brandon, VT: Clinical Psychology Publishing Company.

2. Soriano, M., Soriano, F., & Jiminez, E. (1994). "School Violence Among Culturally Diverse Populations: Sociocultural And Institutional Considerations," School Psychology Review, 23 (2), (pp. 216-235).

3. Kibbler, A. (Sept./Oct. 1994). "Teaching Teens That Violence Isn't the Answer," *Technology can be available any time a student needs it....It's a tireless teacher. It can go over things again and again.* Indiana Alumni, (p. 16).

> The attitudes of teachers and administrators coupled with the school's practices often encourage and create opportunities to build trusting relationships with families.

RECOMMENDATIONS FOR SCHOOL ADMINISTRATORS

The School's Leader

As leaders at both the district and site levels, school administrators set the tone for staff. They lead by demonstrating commitment to carrying out an education mission that extends "beyond the schoolhouse walls" to the broader community. Administrators need to be skillful in taking a high profile leadership role, supporting the improvement of the school climate and establishing the expectation that all students, parents, and staff will be respected. They must have strong academic and practical knowledge about school organizational structures (physical and psychological) related to school safety, and be up-to-date regarding the latest research on school climate factors to consider when developing local school improvement efforts.

> Administrators need to be skillful in taking a high profile leadership role, supporting the improvement of the school climate and establishing the expectation that all students, parents, and staff will be respected.

Administrator Responsibilities

School administrators have a responsibility to facilitate and implement on-going efforts to develop and modify school safety plans. They must be actively involved in the formation and operation of a school safety planning team. To do so, they must have knowledge of (a) school laws, (b) diverse community resources, (c) due process and administrative hearing procedures, (d) notice requirements to parents and teachers about juvenile offenders, (e) Education Codes and school rules/procedures related to suspension and expulsion, and (f) alternatives available to youth who do not "fit" in the regular system. Administrators need to have skills in violence prevention, intervention and resolution. This includes conflict resolution, negotiation, collaboration, mediation, communication, crisis prevention and intervention, inter professional collaboration and networking. They must also be able to respond to the aftermath of violence (e.g., meet the needs of victims, address the press and other mass media, attend to community relations and reestablish the school image, if necessary). Among the many resources available to assist school administrators in developing these skills are the following State Department of Education documents: *Safe Schools: A Planning Guide to Action, Here They Come-Ready or Not, It's Elementary, Caught in The Middle,* and *Second To None.*

Collaboration is Critical

School administrators have a responsibility as leaders in their schools to effectively collaborate with the greater community to improve school-community linkages, strengthen school climate, and prevent violence.

As schools begin to move toward a safer campus environment, they often add restrictions, and controls, and they eliminate various elements of personal freedom. Every effort should be made to balance the negative controls and new regulations with positive activities and programs; i.e., leadership classes, student-led focus groups, interest and recreational activities.

School Administrator Recommendation #1

School administrators should demonstrate positive attitudes toward students, parents and school personnel, and should possess knowledge and skills which contribute to:

- A positive, stress-free school climate.[1, 2]
- The development and implementation of a school site safety plan.
- The creation of an environment where all students and staff are respected and have a sense of belonging.
- The development of strategies for personal safety of staff (i.e., working late, being alone, self-defense, and support of and for each other).
- Active parent participation in programs and activities, which enhance learning and provide for a safe and peaceful school.

Rationale

School climate is the result of everyone's participation, and the administrator's attitude plays a big role in the quality of that participation. One of the most important leadership skills involves administrators who are actively aware of the school climate and help lead others, including parents and students, to prevent violence and create harmonious working and learning environments.[3] When school personnel are respected and secure, the education of students can be the primary focus.

Every effort should be made to balance the negative controls and new regulations with positive programs; i.e., leadership classes, student-led focus groups, interest and recreational activities.

References and Other Supportive Documentation

(For Administrator Recommendation #1)

1. U.S. Department of Education, Office of Educational Research and Improvement Goal Six Task Force (1992). "Review of Research on Ways to Attain Goal Six - Creating Safe, Disciplined, and Drug-Free Schools," *A disciplined school environment conducive to learning is characterized by the participatory management of the principal and teachers*. (p.17).

2. Weaver, M. (Winter 1994). "Gazing Into a Crystal Ball," Data gathered from the Commission's study clearly shows that school administrators play a

vital role in creating a positive school environment and in reducing school violence. School Safety, (p.11).

3. Frias, G. (May/June 1994). "We Need A National Strategy For Safe Schools," *School administrators should implement an individual school safety plan that establishes goals, includes an interagency team, trains teacher, develops student leadership, etc.* The Harvard Education Letter, (pp. 4-5)

School Administrator Recommendation #2

Administrators should work proactively to obtain active parental involvement by valuing their presence at school, and by seeking their suggestions for improving school climate and preventing violence.[4]

Rationale

Parents in the panel's focus groups reported feeling discriminated against at times by school officials. Many community representatives and especially parents, felt alienated from the school because educators seldom, if ever, took the time to do home visits or to otherwise interact with community residents, either during or after school.

References and Other Supportive Documentation

(For Administrator Recommendation #2)

4. California Task Force to Promote Self-esteem and Personal and Social Responsibility (Jan. 1990). "Recommendation #5 - Promote More Parent Involvement." *The way schools communicate with parents determines how involved parents become with their child's education. Interaction between school personnel and parents helps increase student achievement.* Toward a State of Esteem, The Final report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility, (pp. 72-74).

School Administrator Recommendation #3

Administrators should ensure that there are open vehicles for student, parent and teacher expressions of concern related to school safety, violence of all forms, school community safety issues and personal well-being. Administrators should take the leadership role to seek open discourse and private opinions and suggestions for school safety improvement.[5]

Rationale

In CTC's statewide focus groups, students often spontaneously remarked, "we should do this in our school," meaning that adults in schools should listen to them as panelists had the opportunity to do in the focus group. Students, classified aids and safety monitors often stated that they were "left out of the loop" of information. Ironically, students often cited classified personnel as being most in touch with them and knowledgeable about school incidents. Also during the panel's focus groups safety monitors, parents and community leaders often expressed concerns that information was "kept" from those who need to know and are directly affected by problems related to school violence. Information was often cited as being shared only at the top, keeping students and teachers and parents in the dark. Without adequate information about campus incidents or specific student behavior, teachers and other staff may be unprepared to prevent additional incidents or protect themselves.

References and Other Supportive Documentation

(For Administrator Recommendation #3)

5. Pittsburgh Public Schools (November 1993). Safe Schools Project Report, (p. 36).

School Administrator Recommendation #4

School administrators should ensure that school violence-related issues and concerns are a priority agenda item when plans are made for the utilization of the (eight) staff development days available to most California schools under AB 777, the School Based Coordination Act. [6]

Rationale

While the improvement of curriculum and instructional programs is important, the panel often heard teachers express the need to include in the school's inservice plans efforts to empower them in dealing with student behavior, communication skills, cultural competence and other interpersonal and instructional skills. Teachers often cited the need for skills in counseling and mediation, anger management and cultural diversity training as elements necessary for violence-free environments. When the school staff has developed a clear and consistent policy on how violence-related issues will be handled in the classroom and on the campus, it is likely that violence incidents will decline.

References and Other Supportive Documentation

(For Administrator Recommendation #4)

6. California Department of Education (1992). It's Elementary! Elementary Grades Task Force Report, (p. 58).

School Administrator Recommendation #5

A strong support system should be in place for all new school teachers, administrators, support staff and others joining a school for at least their first six to twelve months of service.

Rationale

Research from the California New Teacher Project and responses from new teachers during the panel's focus groups, indicated the need to modify frequent practices of assigning inexperienced new teachers to difficult classes. New Teachers, regardless of skill, should be provided with mentors or "buddy system" experienced teachers who can provide support and assistance in a systematic and planned basis. A good support system can provide encouragement, and prevent mistakes or failure for newly trained educators.

School Administrator Recommendation #6

Even in times of limited resources, make the availability of extra curricular activities and programming a high priority for young people to provide alternatives to streets/gang involvement. Such activities include the following:

- more sports
- student support groups
- work programs
- classes in conflict management and peer mediation
- parental training groups
- classes where students learn to communicate
- more school rallies and assemblies
- more dances and other social activities
- more activities that will result in improved communication skills
- a better variety of classes
- a student court

Rationale

In several statewide focus group meetings students were clear on their feelings about not getting their needs met with respect to recreation, cultural activities, opportunities for artistic and creative expression and student support services. Students must be encouraged to support these activities and provided an opportunity to make suggestions to improve them.

School Administrator Recommendation #7

Insure that school staffs inspect the physical environment of the school campus to ascertain a safe/secure setting, paying particular attention to the following:

- shrubbery at appropriate heights
- lighting at appropriate intensity
- no hidden corridors or corners
- no signs of graffiti, broken windows, etc.
- parking supervised in clearly posted areas
- walls/fences where appropriate.

Rationale

School surveys and focus groups conducted by the panel provided frequent evidence of the need to improve plant facilities, often requiring minimal cost. Some buildings provided "natural" hazards to safety. Administrators should take the lead in developing plans for safe environments. Businesses, parents, civic members, among others in the community, can be involved by administrators to help determine the school's environmental safety climate.

School Administrator Recommendation #8

CTC standards concerning the Management of School Functions should include a requirement that:

- Each candidate is able to plan, organize, implement, manage, facilitate and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe, productive operation of schools.

- Each candidate works with faculty, parents, students, and other school stakeholders to translate a shared vision into strategic and operational plans, "including a comprehensive plan for safe schools."

- Each candidate develops an understanding of appropriate ways to manage student and all school staff behavior in a school setting so as to develop and maintain a positive and safe school climate.
- Each candidate develops the necessary skills to coalesce community resources.

Rationale

Today's schools were seen by panel focus group participants as fluid, and dynamic elements in a complex, changing world.

Administrators in effective, safe and peaceful schools must possess the ability to understand social systems and the literature involved with schools as social systems.[7, 8]

Administrators in effective, safe and peaceful schools must possess the ability to understand social systems and the literature involved with schools as social systems.[7, 8] Schools must be managed and led in informed, responsible ways. An effective management system stems from a thorough understanding of the mission and functioning of the school organization. The system should be designed to achieve the mission of the school.

References and Other Supportive Documentation

(For Administrator Recommendation #8)

7. Fine, M. J. & Carlson, C. (Eds), (1992). The Handbook of Family-School Intervention: A Systems Perspective, Boston, MA: The Allyn & Bacon, Co.

8. Cohen, J. & Fish, M. C. (1993). Handbook of School-Based Interventions: Resolving Student Problems and Promoting Healthy Educational Environments, San Francisco, CA: The Jossey-Bass Publishing Co.

School Administrator Recommendation #9

Create partnerships with businesses and nonprofit organizations for the purpose of identifying new sources of revenue to pay for preventative programs and strategies. Such a relationship could also provide contacts to set up work readiness and economic advancement opportunities, especially for high-risk youth.

Rationale

Many businesses have the interest and means to assist schools with specific programs. Nonprofit organizations may have programs and strategies in place that can support school violence prevention efforts. Certainly most schools would want to offer profitable alternatives for high-risk students. A number of programs have found success with work readiness and economic advancement opportunities being offered to youth, such as "Cities in Schools" and various other alternative programs.[9]

References and Other Supportive Documentation

(For Administrator Recommendation #9)

9. Pittsburgh Public Schools, (November 1993). Safe Schools Project Report, (p. 38).

School Administrator Recommendation #10

School administrators should possess:

- Knowledge and skills to manage change on the campus in order to make it safer and to promote learning. They should also at least be knowledgeable about changes in the surrounding community.

- The skills and ability to manage conflict, mediate, negotiate, collaborate, and intervene in crises.

Rationale

Schools as organizations require visionary leaders who effectively manage change in schools. As such, these leaders should be culturally sensitive, possess excellent communication skills and collaborate effectively with those in the community in order to access resources.

The diversity of cultural, socioeconomic and philosophical views on the nature of schools often results in conflicting positions taken by members of the school community.

School Administrator Recommendation #11

School administrators should be knowledgeable about legal, ethical and professional responsibilities essential for administering effective, safe and peaceful schools. This includes:

- Knowledge and skills essential for providing adequate supervision to students and staff.[10]

Schools as organizations require visionary leaders who effectively manage change in schools.

- Knowledge and skills in all levels of prevention and intervention strategies (e.g., school planning, conflict mediation, intra and inter-school collaboration, etc.)

- Have the ability to assess strengths and weaknesses of faculty to build teams to respond to incidents.

- Be knowledgeable of the laws relating to minors and how to access community resources for service referrals.

- Know the "language" of the juvenile justice and human service agencies (e.g., law enforcement, probation, courts, parole, mental health and social services).

Rationale

Administrators must understand their own personal and professional resourcefulness in order to effectively exercise a leadership role. Furthermore, the scarcity of school resources, plus the complexity and intensity of student needs, make it essential that administrators be familiar with local and regional resources in order to address student needs. Schools are rapidly changing in California. It is the direction and rate of these changes that presents a challenge to principals and school personnel. An example of these changes is the trend toward coordinated services on the school site.

References and Other Supportive Documentation

(For Administrator Recommendation #11)

10. Brooks, D. (Winter 1993). "Signs of the Times," *Awareness of the pre-crisis indicators of violence may decrease the probability that violence will occur when administrators take appropriate action.* School Safety, (pp. 4-7).

School Administrator Recommendation #12

School administrators should possess the skills and sensitivity to address the aftermath of violence with those who have experienced or witnessed it. This includes:

- Developing knowledge and skills to make certain that appropriate consequences for violent acts are set and carried out fairly and consistently. Students who are detained, suspended or expelled should still remain accountable for school work.
- Developing skills to respond to and support victims of violence, including those who witness such acts.[9]
- Creating a positive school image. This is especially important to keep in mind while working with the media after a violent incident.
- Managing any change that might have been caused by the incident.

> Students who are detained, suspended, or expelled should still remain accountable for school work.

- Establish relationships with other agencies serving the same families/children (e.g. social services, probation, parole, and mental health).

Rationale

School violence has a long term deleterious effect on school operations. School administration can reduce the effect of school violence with proper training.

References and Other Supportive Documentation

(For Administrator Recommendation #12)

9. Pittsburgh Public Schools, (November 1993). Safe Schools Project Report, (p. 38).

School Administrator Recommendation #13

Administrators should serve as examples

by encouraging other school staff to:

- Insure the consistent and fair application of rules.
- Make honoring diversity a high priority.
- Always show a willingness to listen.
- Show students that you respect and honestly care about them.
- Guard against patronizing attitudes.

Rationale

A good role model will be respected and emulated.

School Administrator Recommendation #14

Administrators should insure that school violence efforts are coordinated both among school personnel on the school grounds as well as with people in the community. There should be school site coordination as well as district-wide coordination.

Rationale

Coordination of school violence activities will hold down chaos and confusion. It will also lend itself to efficiency and effectiveness.

RECOMMENDATIONS FOR PUPIL PERSONNEL SERVICE PROVIDERS

(School Counselors, School Psychologists, School Social Workers and Child Welfare and Attendance staff)

Schools' Human Behavior Professionals

Pupil personnel service (PPS) providers have specialized training in human behaviors. These professional—school psychologists, counselors, social workers, and child welfare and attendance staff—have the specialized training to help students and their families deal with the academic challenges in school as well as the personal and social situations that may impede their learning. Their expertise allows them to work in the wide continuum of human behaviors and motivations, and they are commonly involved in strategies related to empowerment, self-esteem, personal growth, nurturing, positive reinforcement, support, crisis prevention and intervention, conflict management and mediation, problem-solving, decision-making, and refusal skills.

Need for Additional Training

Even though recently trained PPS Credential holders in California have received at least some training related to school violence most have not received enough specific training in this area. There is a need to provide preservice and inservice training specifically about school violence for pupil personnel service staff. In a national survey completed as part of the panel's activities, more than 85 per cent of the school psychologists sampled indicated they had never received any training about how to handle school violence. In addition, as a group, they reported not feeling confident about their ability to effectively address violence on their school campus. Only two out of more than 120 respondents indicated that they were extremely confident about handling violent situations at school—one of these individuals had 26 years experience in the military and the other had a martial arts black belt.[1]

> In a national survey completed as part of the panel's activities, more than 85 percent of the school psychologists sampled indicated they had never received any training about how to handle school violence.

Match Between Training and Job Duties

The nature of PPS training and the position in which PPS providers work elevate the important contributions these professionals can and often do make in making campuses safer for learning. However, schools impose outdated traditional staffing patterns and narrow legal mandates on the roles and responsibilities of PPS providers. These professionals, with their specialized training, often are "out of the loop" unless the campus experiences an extremely violent incident. School counselors, for example, too often are assigned to work almost exclusively on scheduling student class assignments and discipline; while school psychologists can spend all their time on special education issues, and nothing else.

> These support staff, by training, can provide expertise and leadership to help schools create more welcoming campuses.

These role demands are far too often an issue in junior and senior high schools because of the limited availability of school social workers, and in the elementary grades because of the shortages of psychologists and counselors.

These support staff, by training, can provide expertise and leadership to help schools create more welcoming campuses. However, this will require flexibility in role demands. In brief, they have to be given the opportunity to apply their skills throughout the school setting. [2,3]

References and Other Supportive Documentation

(For previous page)

1. Furlong, M., Babinski, L., Poland, S., Muñoz, J., & Boles, S. (March 1994). School Psychologists Respond to School Violence: Results of a national study. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA. *A survey of school psychologists' experience with and preparation for school violence showed that more than 85% had received no specific training in this area. Furthermore, a majority of the respondents indicated that they felt unprepared to address violence that was actually occurring on their campuses right now.*

2. Morrison, G., Furlong, M., & Morrison, R. (1994). "School Violence To School Safety: Reframing The Issue For School Psychologists," School Psychology Review, 23 (2), (pp. 236-256).

3. Furlong, M., Morrison, G., & Dear, J. (1994). "Addressing School Violence as Part of Schools' Educational Mission," Preventing School Failure, 38 (3), (pp. 10-18).

Pupil Personnel Service Providers Recommendation #1

Pupil personnel service providers should have knowledge and skills related to school violence prevention and interventions as well as safe school planning. Specific knowledge and skills should include:

- Knowledge about developmental risk factors associated with increased likelihood of being either a victim, witness, or perpetrator of violence.
- dynamics of intraschool and interagency collaboration.[1]
- skills in the affective domain (e.g., self-esteem promotion, decision making and conflict resolution).[2]
- knowledge of the antecedents of violence and the physiological arousal continuum. [3]

- knowledge of cultural diversity and its relation to conflict. For example, in some cultures, like the Korean, there is no word for "conflict." For Koreans, the closest expression for conflict is the absence of harmony or balance. [4, 5]

- legal implications of school violence. [6]

Rationale

Current PPS training standards generally reference factors that address skills and knowledge pertinent to human behavior; however, they do not specifically address the issues of school violence and safety. School violence and safety are of such importance that a separate generic standard is necessary. In terms of violence prevention, most school personnel and students are aware of school trouble makers and persons causing problems on campus.[2] In their efforts to prevent violence and develop plans to make the school a safer place to be, PPS providers should be able to present potential strategies of neutralizing school trouble makers and persons causing problems.

> In terms of violence prevention, it is widely believed that most school personnel and students are aware of school trouble makers and persons causing problems on campus.

References and Other Supportive Documentation

(For PPS Recommendation #1)

1. Stephens, R. (1994). "Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies," School Psychology Review, 23 (2), (pp. 204-215).

2. Larson, J. (1994). "Violence Prevention in the Schools: A Review of Selected Programs and Procedures," School Psychology Review, 23 (2), (pp. 151-164).

3. Berkowitz, L. (1993). Aggression. New York: Guilford.

4. Soriano, M., Soriano, F., & Jiminez, E. (1994). "School Violence Among Culturally Diverse Populations: Sociocultural and Institutional Considerations," School Psychology Review, 23 (2), (pp. 216-235).

5. Chan, K. (1994). "Sociocultural Aspects of Anger: Impact on Minority Children," In M. Furlong & D. Smith (Eds.), Anger, Hostility, and Aggression: Assessment, Prevention and Intervention Strategies for Youth. Brandon, VT: Clinical Psychology Publishing Co.

6. James, B. (1994). "School Violence And The Law: The Search For Suitable Tools," School Psychology Review, 23 (2), (190-203).

Pupil Personnel Service Providers Recommendation #2

Assessing School Safety

Pupil personnel support staff should be specifically trained in procedures to help schools systematically collect information about the safety and nurturing

climate of the school.[1] These procedures would include student and staff surveying, compilation of existing information such as police arrest records and systematic campus observation procedures.[2] This information should be used to assist the school community in critically evaluating its needs and to determine if school safety efforts are having the desired effects.[3] With their background in a scientist-practitioner model of training, school psychologists and other pupil personnel services staff should also be provided with information that will facilitate their ability to help schools establish site-specific data bases to track information related to violence. Such information could be used in program evaluation efforts and needs assessment planning.

With their ... scientist-practitioner model of training, school psychologists and other pupil services staff should also be provided with information that will facilitate their ability to help schools establish site-specific data bases to track information related to violence.

Rationale

Pupil personnel service providers are currently trained in preservice to systematically assess data and come up with appropriate conclusions for effective actions for achieving maximum student learning. With their background as "scientist-practitioners," they should be provided with additional training for expanded skills to assess school climate and school violence. This would then allow them to exercise a leadership role in violence prevention, assessment, and program evaluation within the schools.

References and Other Supportive Documentation

(For PPS Recommendation #2)

1. Furlong, M., & Morrison, G. (1994). "Introduction to Miniseries: School Violence and Safety in Perspective," School Psychology Review, 23 (2), (pp. 139-150).

2. Furlong, M., Morrison, G., Flam, C., & Smith, A. (March 1994). "Assessment of School Violence: Trekking In Murky Waters," Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

3. Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). Student Aggression, New York: Guilford.

Pupil Personnel Service Providers Recommendation #3

Safe School Planning

Training of pupil personnel services professionals should include knowledge and skills related to participating in school-based planning efforts to create safe school plans. Pupil personnel services staff should have the skills to organize and facilitate the safe school planning, implementation and evaluation process. Their training should include group process skills and knowledge about multi-agency collaboration.

Rationale

Pupil personnel services staff need to be prepared to provide expertise and leadership in helping schools to better understand the emotional impact of various forms of violence on individual students and staff as well as its impact on school climate. Involvement in the group planning, implementation, and evaluation process increases the awareness, expertise, and effectiveness of pupil personnel services providers.[1, 2, 3]

References and Other Supportive Documentation

(For PPS Recommendation #3)

1. California Department of Education (1995). Safe Schools: A Planning Guide for Action, (p. 18).

2. Stephens, R. (1994). "Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies," School Psychology Review, 23 (2), (pp. 204-215).

3. Morrison, G., Furlong, M., & Morrison, R. (1994). "School Violence to School Safety: Reframing the Issue for School Psychologists," School Psychology Review, 23 (2), (pp. 236-256).

Pupil Personnel Service Providers Recommendation #4

Counseling and Support Group Interventions

Pupil Personnel Services training programs should provide knowledge and skills related to selecting appropriate level of prevention and intervention strategies. When violence-related incidents occur, they also should be able to provide support groups for victims as well as perpetrators. Pupil personnel service providers should be trained to collaborate with other mental health professionals in order to facilitate referrals and treatment services for victims and/or perpetrators who need intensive mental health services.

Rationale

Pupil personnel services providers are uniquely prepared to conduct individual, group and class-based interventions with both victims of violence and perpetrators of violent behaviors.[1, 2]

Pupil Personnel services providers are the most closely aligned school professionals to mental health and social service professionals in the community. School-based and school-linked social services should be emphasized in the implementation of school-wide efforts at violence prevention and intervention.[3]

References and Other Supportive Documentation

(For PPS Recommendation #4)

1. California Commission on Teacher Credentialing (1991). Standards of Quality and Effectiveness for Pupil Personnel Service Programs.

2. James, B. (1994). "School Violence and the Law: The Search for Suitable Tools," School Psychology Review, 23 (2), (pp. 190-203).

3. Morrison, G., & Sandowicz, M. (1994). "Importance of Social Skills in the Prevention and Intervention of Anger and Aggression," In M. Furlong & D. Smith (eds.), Anger, Hostility, and Aggression: Assessment, Prevention, and Intervention Strategies for Youth, (pp. 345-392), Brandon, VT: Clinical Psychology Publishing Company.

Pupil Personnel Service Providers Recommendation #5

Parent Education

School psychologists, counselors, social workers and child welfare and attendance specialists should be trained in the following areas:

- Collaboration between schools and parents as partners in school violence prevention and intervention efforts.[1]
- Cultural and community differences as they affect the experience of emotions and expression of behavior.[2,3]
- Skills in ethnographic procedures and evaluation of conditions of the community.
- The experiences, joys, trials, and challenges facing youth and their families in the school's community.
- The roles of parents and guardians in the educational process (i.e., communication and parent involvement).[4]
- Differing ways to implement parental involvement strategies, including familiarity with available parent education curricula.
- How family experiences and modeling are related to violence.[4,5]

Rationale

PPS professionals need to be able to facilitate parent-school relationships in a culturally sensitive and appropriate manner to increase the awareness of violence issues and how parents and families can help in solving the problem. Current PPS training standards generally reference factors that address skills and knowledge pertinent to human behavior; however, they do not specifically address the issues of school violence and safety. School violence and safety is of such importance that a separate generic standard is necessary.[4]

References and Other Supportive Documentation

(For PPS Recommendation #5)

1. Stephens, R. (1994). "Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies," School Psychology Review, 23 (2), (pp. 204-215).

2. Chan, K. (1994). "Sociocultural Aspects of Anger. Impact on Minority Children," In M. Furlong & D. Smith (Eds.), Anger, Hostility, and Aggression: Assessment, Prevention and Intervention Strategies for Youth. Brandon, VT: Clinical Psychology Publishing Co.

3. Soriano, M., Soriano, F., & Jiminez, E. (1994). "School Violence Among Culturally Diverse Populations: Sociocultural and Institutional Considerations," School Psychology Review, 23 (2), (pp. 216-235).

4. Miller, G. (1994). "Enhancing Family Based Interventions For Managing Childhood Anger and Aggression," In M. Furlong & D. Smith (Eds.), Anger, Hostility, and Aggression: Assessment, Prevention, and Intervention Strategies for Youth, (pp. 83-116). Brandon, VT: Clinical Psychology Publishing Company.

5. American Psychological Association. (1993). Youth Violence Psychology's Response, Summary Report of the American Psychological Association Commission on Violence and Youth, (1). Washington, DC: Author

Pupil Personnel Service Providers Recommendation #6

Bullying, Hazing and Intimidation

To address the negative effects of bullying, hazing, and intimidation on school campuses, knowledge and skills are needed in:

- Developing primary prevention and intervention with specific emphasis on cultural, ethnic and developmental knowledge and sensitivity.
- Providing support for victims and witnesses of school violence. (This acknowledges that violence affects everyone at school, and efforts to reduce violence should target the entire school community.)
- Understanding domestic violence and its relationship to a student's acts of violence in school.
- Increasing exposure to literature related to factors associated with the enhancement of a school's climate. This is borne out by the finding that school psychologists identified bullying, and to a lesser extent harassment incidents, as common regardless of the size of the violence problem at their school.[1,2]
- Preventing and reducing the impact of bullying and harassment and an understanding of their relationship to school climate. [1,2]
- Identifying bullying typologies (e.g., victim bullies, hero or heroine bullies, "racist" bullies, female bullies, male bullies, and anxious bullies).
- Working with victim typologies such as fake victims, chance victims, provocative victims, passive victims, vulnerable victims, and bully victims.
- Implementing various programs of bullying prevention/intervention at the individual and school-wide level. [3,4,5,6,7,8,9,10]

Pupil Personnel
Service Providers
should understand domestic violence and its relationship to a student's acts of violence in school.

Rationale

Support personnel surveyed by the Panel indicated that bullying behaviors are the most common forms of violence that occur on school campuses. These behaviors are reported to occur at almost every school and very regularly. Bullying incidents have a very negative impact on a child's psychological and social development and detract from a school's overall climate. The findings of the Panel are consistent with numerous other studies of school yard bullying. A recent survey of nearly 7,000 California School Children, for example, showed that bullying behaviors such as name calling, verbal threats, and physical intimidation are by far the most common forms of violence that occur at school.[11]

Pupil personnel service provider's need to be able to detect bullying and other violent behaviors because of their specialized roles in schools. An increasing body of literature indicates a strong relationship between student aggression and aggressive or violent interactions in the home. PPS workers should be trained in understanding domestic violence and ways to develop programs for students who are both victims and victimizers.[12, 13]

References and Other Supportive Documentation

(For PPS Recommendation #6)

1. Furlong, M., & Morrison, R. (1994). California School Climate and Safety Survey. Ventura, CA: Ventura County Superintendent of Schools Office–University of California at Santa Barbara School Climate and Safety Partnership.

2. Besag, V. E. (1989). Bullies and Victims in Schools, Milton Keynes: Open University Press.

3. Batsche, G., & Knoff, H. (1994). "Bullies and Their Victims: Understanding a Pervasive Problem in the Schools," School Psychology Review, 23 (2), (pp. 165-174).

4. Griffiths, C. (1994). Developing a Whole School Plan to Reduce Bullying and Increase Positive Peer Interactions, (unpublished manuscript) Perth, Western Australia.

5. Griffiths, C. (1993). "A System Wide Approach to Changing Attitudes Towards the Acceptability of Bullying or Harassment in Schools and Reducing its Prevalence," In D. Evans, M. Myhill, & J. Izard (Eds.), Student Behaviour Problems: Positive Initiatives and New Frontiers, Australia: ACER.

6. Hoover, J. H., & Hazler, R. J. (1991). "Bullies and Victims," Elementary School Guidance and Counseling, 25 (3), (pp. 212-219).

7. Hoover, J. H., & Juul, K. (1993). "Bullying in Europe and the United States," Journal of Emotional and Behavioral Disorders, (1), (pp. 25-29).

8. Hazler, R. J., Hoover, J. H., & Oliver, R. (1991). "Student Perceptions Of Victims by Bullies in School," Journal of Humanistic Education and Development, 29 (4), (pp. 143-150).

9. Olweus, D. (1991). "Bully/Victim Problems Among School Children: Basic Facts and Effects of a School Based Intervention Program," In D. J. Pepler & K. H. Rubin (Eds.), The Development and Treatment Of Childhood Aggression, Hillsdale, NJ: Erlbaum.

10. Furlong, M. (October 1994). Over-Reliance on Irrelevant School Violence Reports: Using School Safety Survey to Establish Rational Local Policies. (Paper Presented at The National Goals #7 Conference, Safe Schools - Safe Students), Washington, DC.

11. Tuohy, William (February 14, 1995). "Britain Takes Steps to Stop Bullying, the Ugly Downside to School System," Los Angeles Times, (Section H, The World Report, pp. 1 and 5).

12. Walker, H., Steiber, S., & O'Neill, R. (1990). "Middle School Behavioral Profiles of Antisocial and At-Risk Boys: Descriptive and Predictive Outcomes," Exceptionally, (1), (pp. 66-77).

13. Miller, G. (1994). "Enhancing Family Based Interventions for Managing Childhood Anger and Aggression," In M. Furlong & D. Smith (Eds.), Anger, Hostility, And Aggression: Assessment, Prevention, and Intervention Strategies for Youth, (pp. 83-116). Brandon, VT: Clinical Psychology Publishing Company.

Pupil Personnel Service Providers Recommendation #7

Sexual Harassment and Date Rape

Pupil personnel support staff should be knowledgeable about sexual harassment and date rape issues. They should have experience and skills in implementing curriculum that address these forms of school violence.

Rationale

Sexual harassment and date rape have a very negative impact on a school's climate. The abuse of power to demean individuals through insensitivity and attitudes of superiority create an atmosphere of tension, fear and distrust among the entire school population.[1] Pupil personnel service providers should help the school community to be sensitive to sexual harassment and potential date rape. They are the most appropriate professionals in the school to address this issue. In addition, school districts are potentially liable for any sexual harassment, including one student's sexual harassment of another student.[2]

References and Other Supportive Documentation

(For PPS Recommendation #7)

1. The Parliament of the Commonwealth of Australia (1994). Sticks & Stones - Report on Violence in Australian Schools. *As a component of violence it was very widespread in schools and it was largely unrecognized as a violent act.* (p. 13).

2. Spaid, E. L., (January 21, 1993). "School Grapple With Peer Harassment," *School districts could be faced with law suits when students are sexually harassed by other students. In Petaluma, California, the mother of a female student filed a suit against the school district for failing to protect her daughter from continual sexual harassment by other students. The school district settled out of court and awarded the mother $20,000* , The Christian Science Monitor (p. 3).

Pupil Personnel Service Providers Recommendation #8

Anger and Hostility

Pupil personnel service providers should be knowledgeable about how to establish training programs for both students and school staff that emphasize primary prevention and intervention, addressing the anger and hostility expressed by youth. Such training would include, but is not limited to, understanding diversity issues with respect to anger expression, various assessment procedures designed to select appropriate intervention programs, anger control training, conflict resolution, social skills training, impulse control training, cognitive-behavioral programs designed to impact hostile attitudes, and problem-solving skills designed to help staff and students create various alternatives to aggression.[1]

Rationale

There is a recognized increase in the anger and hostility expressed by youth. Pupil personnel support staff need to be well prepared to understand the complex relationship among anger experience, hostile attitudes, and anger expression. Such complex anger and aggression reduction programs are particularly critical as so many school violence incidents are related to retaliation for real or imagined transgressions. [2, 3]

References and Other Supportive Documentation

(For PPS Recommendation #8)

1. Furlong, M. & Smith, D. (Eds.) (1994). Anger, Hostility, and Aggression: Assessment, Prevention and Intervention Strategies for Youth, Brandon, VT: Clinical Psychology Publishing Co.

2. Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). Student Aggression, New York: Guilford.

3. Berkowitz, L. (1993). Aggression, New York: Guilford.

Pupil Personnel Service Providers Recommendation #9

Service Coordination

Pupil personnel service providers should be knowledgeable about the various models of school-based or school-linked social, health and other human services. They also need to have skills in the areas of communication, coordination, collaboration and organization within the school, the district and the community. This includes knowledge of pertinent legal issues and strategies when collaborating with other professionals. These include confidentiality, access to information and consultation on parental releases.[1]

Rationale

Health and human service providers are increasingly viewing schools as the point of service delivery. Pupil personnel service providers can assist to integrate these health and human services into the school setting. PPS providers are increasingly called upon to assist in the development of integrated service models and are often called upon to act as "case carriers" for specific students and their families.

References and Other Supportive Documentation

(For PPS Recommendation #9)

1. Fine, M. J. & Carlson, C. (Eds), (1992). The Handbook of Family-School Intervention: A Systems Perspective, Boston, MA: Allyn & Bacon.

Pupil Personnel Service Providers Recommendation #10

Continuing Professional Development

Pupil Personnel Service Providers should participate in on-going professional development.

- Continuing professional development should include effective intra- and inter-agency strategies for addressing problems associated with high risk behaviors. In addition to other areas, on-going training should include strategies that deal with problems that arise from tensions and conflict associated with intergroup differences, including cultural, racial, sexual orientation, gender, and others.

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- Continuing professional development should include an on-going analysis of roles and responsibilities of pupil personnel service staff in relation to changing demographics and emerging educational trends that include restructuring, school-based health and human services, assessments, and other state initiatives.
- Continuing professional development should include an examination of scientific definitions of violence and how they relate to personal definitions of violence. This should include a self-evaluation of personal values, beliefs, and attitudes about crime, violence, victims and perpetrators. This is particularly important for female students because in the panel's study they reported feeling less prepared than males to address violence.[1]
- Continuing professional development should include crises response training for less frequent but more serious forms of interpersonal and property violence than can occur on school campuses.[2]
- Because a number of students involved in aggressive and violent behavior at school have multiple risk factors in their lives, current information about the developmental effects of exposure to chronic violence is necessary. This would include awareness of how resiliency, risk and protective factors are related to school violence.[3]

Rationale

Violence prevention in schools is enhanced when educators are aware of risk factors associated with aggressive behavior as well as factors that insulate or protect children from stresses. Among the protective factors are the following:[1]

1. Temperamental factors such as cognitive skills and activity level.
2. Familial influences such as warmth, cohesion, presence of a caring adult.
3. External support such as a strong maternal substitute, parents of peers, church affiliations, and teachers and other school personnel.

References and Other Supportive Documentation

(For PPS Recommendation #10)

1. Furlong, M., Babinski, L., Poland, S., Muñoz, & Boles, S. (1995). School Psychologists' Perceptions of Factors Associated with Campus Violence, (Manuscript submitted for publication).

2. Poland, S. (1994). "The Role of School Crisis Intervention Teams to Prevent and Reduce School Violence and Trauma," School Psychology Review 23 (2), (pp. 175-189).

3. Richters, J. E. (1993). "Community Violence and Children's Development: Toward a Research Agenda for the 1990s," Psychiatry, (56), (pp.3-6).

Pupil Personnel Service Providers Recommendation #11

Conflict Mediation

Pupil Personnel Service (PPS) providers should be knowledgeable about various conflict mediation approaches and have

practical experiences developing these skills in school situations. PPS providers should have the skills to develop, train, and organize conflict mediation and related programs.[1]

Rationale

PPS staff can help evaluate the effectiveness of conflict mediation programs. These efforts should begin with early prevention in elementary school.

References and Other Supportive Documentation

(For PPS Recommendation #11)

1. Winoker, S., Marinucci, C. & Lewis, G. (April 24, 1994). "Teach Peace-The War on Youth Violence; Troubled Kids are Changing," San Francisco Examiner (article series).

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RECOMMENDATIONS FOR "OTHER" EDUCATORS AND ORGANIZATIONS

Non-Teacher, Non-Administrator or Non-Pupil Personnel Services Providers Include the Following Groups and Agencies

1. School Classified Personnel
2. School Board Members
3. Union and Professional Organizations
4. College/University Educator Trainers
5. Students
6. Parents/Caregivers
7. Law Enforcement
8. Probation/Parole Departments
9. Prosecutor's Office
10. Community
11. Health/Social Service Providers
12. The Legislature

Vital Role of School Board Members

Although the classroom is the core of the educational process that occurs in schools, many other school personnel and educational groups that influence directly and indirectly what occurs in the classroom. School Board members influence a school's preparedness to address violence through the district mission they shape and the policy and resource decisions they make. School board members need to be aware of current initiatives to curb school violence and base their decisions on sound educational principles. The example and tenor they set will influence the manner in which a district and its schools develop and implement safe school plans.

> When school violence is considered, they (non educators) should be seen as equal partners in helping the educational community, broadly defined, to prepare itself to respond effectively to school violence challenges.

School Classified Staff's Resourcefulness

Classified personnel at both the district and school site levels provide yet another resource to address school violence. School aids, clerks, custodial personnel, police and security personnel, maintenance personnel, and others play a part of the school's overall educational efforts. Education must go beyond the four walls of the classroom, and in carrying out such initiatives, classified personnel have a major role to play. They often have personal contact with students before and after school and during breaks times. The manner in which students are treated and supported by classified personnel can have a very positive impact of a school's climate and thereby help reduce violence.

Influences Outside the School Grounds

Outside of the immediate context of the school and district, other educators can influence a school's climate and safety. An obvious example of this is the role that college and university educators and trainers play in preparing future school personnel. They play a vital role in increasing the knowledge and skills of future educators to respond to school violence. When school violence is considered, they should be seen as equal partners in helping the educational community, broadly defined, to prepare itself to respond effectively to school violence challenges.

> School clerks, custodial personnel, police and security personnel, maintenance personnel, and others should be considered a part of the school's overall educational efforts.

In this section of the report, recommendations are presented for other educators and professional groups who have an impact on what happens in our classrooms and on our school campuses. These recommendations define what the Panel believes to be the responsibility of these groups to support teachers' efforts in the classroom and the community's efforts to create nurturing school campuses.

RECOMMENDATIONS FOR SCHOOL CLASSIFIED PERSONNEL

School districts should **provide training** for classified employees who have direct and indirect student supervision responsibilities. Such training may include, but not be limited to:

- strategies in **conflict resolution** and mediation
- basic **first aid** training
- **emergency response** training (including do's and don'ts for intervening in fights and personal safety)
- mandatory child **abuse identification** and reporting
- **drug** and alcohol **awareness**, and procedures related to **working with** administration and other **school staff**
- effective **communication** and listening skills
- strategies for **working with** linguistic, ethnic, socioeconomically and developmentally **diverse students**
- skills in **de-escalating confrontations**, and
- other issues related to **students at risk** including gangs, suicide, etc.

Rationale

Classified employees currently receive little or no training. Classified employees are often the only staff who directly supervise students during critical times when conflict may occur, such as at lunch, during breaks, passing periods or in the parking lots. Students may even establish trust relationships with classified employees before they do with certificated teachers and counselors.

RECOMMENDATIONS FOR SCHOOL BOARD MEMBERS

School Board Recommendation #1

All California school boards should be required to have a clearly stated policy addressing school violence.

Rationale

A school board policy that addresses school violence issues and the consequences of campus or classroom violence supports the efforts of administrators, teachers, and staff in combating school violence.

School Board Recommendation #2

School districts in the state of California should be encouraged to provide on-going training for board members on:

- **realistic assessment** of a district's readiness to address school violence.
- **self assessment of biases and insensitivities** in relation to culture, race, ethnicity, religion, sexual orientation, developmental stage, socioeconomic status, positions of authority, and concepts of family.
- **understanding changing demographics** of the community and how those changes affect the needs, problems and concerns of that community as it relates to school violence.

Rationale

With training, school board members become more knowledgeable about key issues that affect their districts and are likely to make more informed, sensitive and appropriate decisions.

School Board Recommendation #3

School boards should be encouraged to include student representation as formal, full-fledged voting members, or at least, as ex-officio members.

Rationale

Student representation can help board members gain the perspective of those they are obligated to serve when formulating policy.

School Board Recommendation #4

School board members should be encouraged to develop on-going mechanisms that allow them to obtain input

from students on a broad range of issues, including school violence.

Rationale

Student input can help board members keep real student concerns on the discussion table.

School Board Recommendation #5

School boards should be encouraged to make the prevention and reduction of school violence a top priority.

Rationale

Violence-free campuses are necessary to meet student educational goals.

School Board Recommendation #6

Make revisions in the student discipline (policy) process where necessary to give site administrators support for repeat discipline cases by creating more alternative programs/sites to handle students who act aggressively on school campuses.

Rationale

When the site administrator does not have the time or resources to discipline repeat offenders, it is counterproductive to return the offending student to the campus.

School Board Recommendation #7

Consider expanding mentor teacher programs and otherwise provide incentives for teachers to:

- Model for new teachers classroom management and discipline practices.
- Be a source for non-judgmental help for all new teachers and for those who would like assistance.
- Share possible strategies to help new teachers with difficulties they are encountering.

Rationale

A good mentoring program for an inexperienced teacher may make the difference between a successful professional or someone who burns out too early.

School Board Recommendation #8

Consider requiring community service as part of the high school graduation requirements in order to:

- Build pride in the neighborhood.
- Restore and recapture citizenship.
- Develop neighborhood assistance/mutual cooperation.

Rationale

A requirement of student community service for graduation is likely to increase the student's awareness of the many needs of those in the community and how he/she might be able to contribute to the betterment of the community. This experience is also likely to contribute to the building of students' personal and social responsibility.

School Board Recommendation #9

Promote the School/Law Partnership Cadre (sponsored by the California Department of Education and Attorney General Office) and facilitate efforts to increase collaboration between the Cadre and local county and district education offices.

Rationale

When school boards promote efforts between its own schools and outside entities, district and county administrators usually follow suit and support such collaborative endeavors.

RECOMMENDATIONS FOR UNIONS AND OTHER PROFESSIONAL ORGANIZATIONS

Unions and Other Professional Organizations Recommendation #1

Unions and other professional organizations should begin or continue to make their membership aware of key issues and concerns regarding school violence. The issues can be addressed in professional and union publications and other communication channels, i.e., journals, newsletters, seminars, etc.[1]

Rationale

By encouraging unions and professional organizations to publicize and consider school issues, it will be possible to gain their input and support to address school violence.

Unions and Other Professional Organizations Recommendation #2

At annual conferences and other forums, unions and other professional organizations should begin or continue to offer workshops, and keynote addresses focusing on school violence issues.

Rationale

Awareness of school violence and its impact on everyone is necessary to resolve the problems it creates.

Unions and Other Professional Organizations Recommendation #3

As an area of specific interest, unions and other professional organizations should begin or continue to initiate special studies and other research efforts that address school violence as it relates to their constituency/membership.

Rationale

Research on school violence will illustrate the immediacy of the problems and its impact on society as a whole. When the causes are known and understood, solutions can be developed.

Unions and Other Professional Organizations Recommendation #4

Unions and other professional organizations should begin or continue to set up a standing or ad hoc committee or task group to investigate the frequency of incidents and experiences, causes, solutions and specific training needed to address the problem of school violence.

Rationale

Standing (or even ad hoc) committees that address school violence problems indicate a union and/or professional organization's commitment to solving the problem.

Unions and Other Professional Organizations Recommendation #5

Unions and other professional organizations should begin or continue to formally develop initiatives, policies and procedures in collaboration with others to address issues related to prevention, intervention, and resolution of school violence.

Rationale

When a union and other professional organizations develops initiatives, policies and procedures in collaboration with others that address an issue of common concern, their commitment to thoroughness and comprehensiveness is shown concerning that issue.

Unions and Other Professional Organizations Recommendation #6

Unions and other professional organizations should begin or continue to use their influence to make school violence issues a high priority for the organization at all levels —national, state, regional and local.

Rationale

Carefully drafted initiatives that address school violence at one level can have a positive influence at all levels: national, regional, state and local. This kind of effort also shows commitment to this problem at all levels.

Unions and Other Professional Organizations Recommendation #7

Unions and other professional organizations should begin or continue to encourage their membership's involvement in the development and maintenance of a campus climate that extends beyond the four walls of the classroom or school building. All school personnel should be encouraged to accept a full-day, full-campus orientation to safety.

Rationale

A commitment of time and energy by all school personnel increases the school staff's ability, as a whole, to reduce violence, which in turn makes the classrooms and campus safer and the attainment of educational goals possible. The encouragement from unions and other professional organizations to this end is likely to be supported by its membership.

Unions and Other Professional Organizations Recommendation #8

Professional and other organizations should begin or continue to promote continuing professional development programs that address current and essential school violence and safety knowledge and skills. Some of these professional organizations include: California Association of School Psychologists, the California Association of School Social Workers, California Association of Supervisors of Child Welfare and Attendance, California School Counselors Association, and the California Association of Pupil Personnel Administrators. One vehicle to promote coordinated continuing professional development activities would be through the California Association of Pupil Service Organizations. A model for this collaborative effort can be found in the sponsorship of the National Goals #7 Safe Schools, Safe Students Conference (October 1994) by the National Association of Pupil Service Organizations.[1]

Rationale

Conferences and seminars by professional organizations are a valuable means of providing continuing training to pupil personnel service providers.

> A commitment of time and energy by all school personnel increases the school staff's ability, as a whole, to reduce violence, which in turn makes the classrooms and campus safer and the attainment of educational goals possible.

With rapidly changing demographics and educational initiatives, pupil personnel service providers should be able to assist the school community in bringing about needed changes. Mandatory professional inservice training will enable pupil personnel service providers to deliver information regarding these emerging trends and assist the school to adapt accordingly.

References and Other Supportive Documentation

(For Union and Other Professional Organization Recommendation #8)

1. Furlong, M. (October 1994). "Overreliance on irrelevant school violence reports: Using school safety survey to establish rational local policies," Paper presented at the National Goals #6 Conference, Safe Schools - Safe Students. Washington, DC.

RECOMMENDATIONS FOR COLLEGE AND UNIVERSITY PERSONNEL WHO TRAIN EDUCATORS

College and University Personnel Recommendation #1

College and university personnel who prepare educators should stay abreast of knowledge in the field regarding preventing, intervening and responding to school violence through professional development activities.

Rationale

College and university personnel who teach educators, particularly those charged with educating teachers and other school personnel, such as administrators, counselors, school psychologists and social workers, should provide students with the current thinking and examples of model programs for preventing and responding to school violence and educating difficult to reach students. Without current information they cannot adequately prepare future educators.

College and University Personnel Recommendation #2

College and university personnel who teach educators should structure coursework to promote active problem-solving about school violence issues including how schools can be restructured to increase student responsibility and decrease conflict, aggression and violence (i.e., school projects, theses, and dissertations could be suggested by professors).

Rationale

It is important that future educators begin to seriously consider these issues including how the school environment and structure may be contributing to the expression of violence on school campuses.

College and University Personnel Recommendation #3

College and university personnel with specialized knowledge in the areas of school violence prevention and intervention should provide inservice workshops.

Rationale

Given the high profile of school violence, it is a topic that is susceptible to sensationalistic portrayals. Workshops should be organized by recognized experts in this area. University/college personnel with specialized knowledge about violence issues are certainly among the logical ones to provide inservice workshops to school personnel. Additionally, it is important that university/college personnel learn from school personnel what the on-going violence problems are.

College and University Personnel Recommendation #4

College and university personnel who train educators should collaborate with local schools in securing grants to implement pilot or model programs to meet the needs of all children.

Rationale

College and university personnel who have experience in grant writing should encourage and support local schools in their efforts to develop programs dealing with school safety, school climate, conflict resolution, and other violence prevention/intervention activities.

College and University Personnel Recommendation #5

College and university personnel should create safe and comfortable learning environments in their classrooms where diverse viewpoints can be discussed and respected.

Rationale

A learning community where diverse viewpoints can be expressed and discussed will promote more active problem solving. College and university personnel should model teaching and structuring of classroom environments that are responsive to the needs of diverse students.

College and University Personnel Recommendation #6

There should continue to be on-going collaboration between college professors of student teachers and school site practitioners. College and university personnel should consider hiring those exceptional school site persons, who work with school violence issues all the time in their schools, as adjunct professors.

Rationale

School site practitioners' knowledge about school violence and safety is often practical and up-to-date and can serve as a good balance with college and university personnel's more theoretical and research-based information.

College and University Personnel Recommendation #7

Encourage advanced students to initiate studies, special projects and other research-like endeavors to advance the knowledge base of information concerning school violence. Such undertakings could involve the students investigating positive and negative affects of computer technology on school-age youth or strategies to make this technology more education friendly.

Rationale

There is a surprisingly large gap between public opinion about school violence and its actual reality. Public policy should be driven by serious research, not fear and unnecessary exaggerations.

College and University Personnel Recommendation #8

The CSU and UC university systems should form system-wide task forces for the purpose of reviewing curriculum, examining innovative practices, and incorporating approaches to violence prevention and intervention in credential programs.

Rationale

Currently there are a number of unique practices being implemented at institutions scattered throughout each of the two university systems. There are also a number of innovative strategies throughout the United States and abroad that could be shared and further developed. A task force (either together or separately) could explore the appropriateness of piloting certain practices on a given campus within their system.

RECOMMENDATIONS FOR EDUCATIONAL CONSUMERS

(Students, Parents and other Caregivers)

Students

Elementary, junior and senior high school students can have an extremely powerful and influential affect upon the quality of campus life. They can be an instrumental force in shaping the curriculum, its delivery and the entire campus climate. The opportunities for self-governance are immense when students behave in a thoughtful and responsible manner. Training should be provided students that will enable them to learn about different cultures of the world and to appreciate the unique diversity of each classmate. They need to learn how to exercise positive behavior that contribute to a warm and welcoming learning climate towards their teachers and classmates. They also need to understand what responsible citizenship means. This will promote learning within the context of thoughtful and responsible student governance.

> Students can be an instrumental force in shaping the curriculum, its delivery and the entire campus climate.

Parents and Other Caregivers

Parents also can play a key role building school climate by knowing what is happening on the campus. Regular visits and participation in campus activities provide useful insights into what is happening to students—their children. Students typically do not report their school problems to teachers, to school administrators, to law enforcers or to parents. Parents have to "be there" or at least ask their child what their day was like. When parents know the things that their children are having to deal with in terms of intimidation or safety (at school or to and from school), parents can be in a much stronger position to do something about those concerns. Awareness of student issues and needs is the first step towards creating a more positive campus climate. The next step involves working with the campus administration, students and community to determine what priorities and needs exist and then developing a set of strategies that respond to the gap between where things are and where they need to be. Being a partner in the development of a more positive campus climate can be a rewarding benefit of parent participation in the educational process. Students rely upon the help and nurturing of adults. Parents and caregivers are in a unique position to provide this support. If parents do not provide this type of interest, who will?

RECOMMENDATIONS FOR STUDENTS (K-12)

Student Recommendation #1

Students should understand and appreciate their own culture and the culture of others. (i.e., being involved in UNICEF educational activities and programs)[1]

Rationale

An awareness and appreciation of one's own culture increases self-esteem and the respect for others. Learning of other cultures can improve one's perspective on life.

Student Recommendation #2

Students should learn critical decision making and leadership skills and utilize them to ensure their personal safety on and off campus.[2, 6]

Rationale

Critical decision and leadership skills will help students evaluate a violent or potentially violent situation and increase their own choices as to the outcome, i.e., whether to participate or somehow redirect the focus. Also, critical decision making and leadership skills empower students and encourage them to consider the best possible choices for themselves and others. Critical thinking skills will discourage impulsive and potentially dangerous choices/behavior.

Student Recommendation #3

Students should assume an active role in the safe school planning process as well as becoming actively involved in the school policy decision making process. These students should include elected leaders as well as those students who exhibit leadership with their peers.[3]

Rationale

Without student input in the safe school planning process, the required student cooperation will be missing. It is important also to include academic leaders as well as those students who are not necessarily the favorite choices of school officials, but whose fellow students consider them to be leaders.

Student Recommendation #4

Students should learn, practice, and share appropriate social skills. They should also learn to accept personal and social responsibility, for example:[1, 4, 5]

- Student participation in community service projects of their choosing.
- Awareness of self and others—empathy and expectations in relationships.
- Self Control—Setting boundaries and anger/impulse management.
- Self-determination—decision-making and using community support.

- Interpersonal Relations—verbal/non-verbal communication and conflict management.
- Awareness of the plight of children in other parts of the world and how they can make a difference in those children's lives.

Rationale

Students who have been taught social skills such as empathy, expectations in relationships, self control, self determination and the like are much more responsible and are much less likely to be involved in school violence. Learning, practicing and sharing appropriate social skills will assist students when interacting with individuals or groups different from their own. Students might better appreciate what they have.

Student Recommendation #5

Students should be active language learners in order to communicate appropriately their needs and concerns in different settings and in acceptable ways.[1]

Rationale

Without good language skills, students may resort to unacceptable ways of acting out to express their needs. Plus, students who take the responsibility to learn and use language will be able to express their thoughts, questions and needs (i.e., more formal language is required for the classroom while peer conversation is informal).

Student Recommendation #6

Students should accept the responsibility to make their community a better and safer place.[1]

Rationale

When students are actively involved in improving their neighborhood/community, a sense of pride is fostered and they are not likely to destroy their own investment.

Student Recommendation #7

Students should learn parenting skills appropriate to their gender.

Rationale

When students take responsibility to acquire good parenting skills and emulate good examples, the results are usually beneficial for everyone. Future parents also need skills and information to be prepared to do an effective job of child rearing.

References and Other Supportive Documentation

(For all Student Recommendations)

1. Wakefield-Heit, C. (Summer, 1993). Recommended Social Skills, Colorado Department of Education, High Risk Intervention Unit.

2. James, B. (1994). "School Violence and the Law: The Search for Suitable Tools," School Psychology Review, 23 (2), (pp. 190-203).

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3. Morrison, G. M., Furlong, M. J., & Morrison, R. (1994). School Violence to School Safety: Reframing the Issue for School Psychologists, School Psychology Review, 23 (2), (pp. 236-256).

4. Miller, G. (1994). "Enhancing Family Based Interventions for Managing Childhood Anger and Aggression," In M. Furlong & D. Smith (Eds.), Anger, Hostility, and Aggression: Assessment, Prevention, and Intervention Strategies for Youth (pp. 83-116). Brandon, VT: Clinical Psychology Publishing Company.

5. Morrison, G., & Sandowicz, M. (1994). "Importance of Social Skills in the Prevention and Intervention of Anger and Aggression," In M. Furlong & D. Smith (Eds.), Anger, Hostility, and Aggression: Assessment, Prevention, and Intervention Strategies for Youth (pp. 345-392), Brandon, VT: Clinical Psychology Publishing Company.

6. The Parliament of the Commonwealth of Australia. (1994). "Report on Violence in Australian Schools," Sticks & Stones, (p. 14). *For many boys being "tough" was their understanding of what it was to be male. Aggressive play by boys towards girls was often described as "typical" or "boys will be boys" behavior. It was even encouraged.*

RECOMMENDATIONS FOR PARENTS/CAREGIVERS

Parent/Caregiver Recommendation #1

Parents/caregivers should be key participants in the safe school planning process as well as other school governance committees. They should be given training in how to participate.

Rationale

The quality and effectiveness of the child's education is directly affected by parent interest, support and participation. Parents have a unique perspective to share in school site-based management.

Parent/Caregiver Recommendation #2

Parents/caregivers should demonstrate active interest in the education of their children.

Rationale

Effective communication between home and school can reduce disorderly student behavior.

Parent/Caregiver Recommendation #3

Parents should receive training in:

- collaboration, mediation, and conflict management
- cultural, ethnic and socioeconomic sensitivity training
- basic communication skills
- child/adolescent development education;
- health and social service resource awareness and access
- parent rights and responsibilities/ consequences and due process
- volunteerism, and
- parent education.

Rationale

The on-the-job training which parents typically get in the American culture is not enough, certainly not in today's complex and competitive world. Many parents realize this and welcome assistance, when it is offered in an appropriate, non-threatening way.

Parent/Caregiver Recommendation #4

Parents need to volunteer for such things as bilingual and/or English speaking community liaison, after-school tutorial programs, or as monitors to patrol school halls and campus grounds.

Rationale

When parents volunteer and actively participate in the school's activities and the school's management, they feel more a part of the educational process. In addition, they learn about the way education is taking place and they can be more responsive to the needs of their children. This kind of involvement can help parents and caregivers get, first hand and on a regular basis, what their child's day was like at school.

Regular (parent) visits and participation in campus activities provide useful insights into what is happening to students—their children.

Parent/Caregiver Recommendation #5

Parents should be receptive, open and responsive to various community resources that promote family well being.

Rationale

When parents are aware of available community resources that can benefit and support their child, they are much more likely to take advantage of them. In today's busy society parents and caregivers need to be aware of those programs, services and wholesome community activities that can support the growth and development of their child.

RECOMMENDATIONS FOR CRIMINAL JUSTICE AGENCIES

(Law enforcement, Probation and Parole Departments and Prosecutor Offices)

Criminal justice agencies are an essential link in establishing a safe school climate. Conversely, schools can be an important element in fulfilling the mandate of criminal justice agencies in addressing juvenile crime and gang related problems and providing for public safety. The involvement of law enforcement and community agencies in school partnerships was the second most frequently mentioned method of addressing school violence by survey and focus group participants. Strong coordination and collaboration must be maintained by schools, law enforcement agencies, prosecutors offices and probation/parole departments to develop and implement effective prevention and intervention strategies. Technical assistance and training in developing school/law enforcement partnerships is available to local communities through the school/law enforcement cadre program offered by the California Attorney General's Office and the State Department of Education.[1]

References and Other Supportive Documentation

(For Criminal Justice Introduction)

1. California Attorney General's Office/ California Department of Education, School/Law Enforcement Program. (1995). Safe Schools Planning: A Call To Action, Sacramento, CA.

Law Enforcement Recommendation #1

Law enforcement agencies (local non-school-related authorities) should train their resource and non-resource officers, who work with youth:

- in **safe school planning** process
- in **cultural and ethnic sensitivity**
- in **communication skills,** especially with youth, parents, and school personnel
- in **developing partnerships,** alliances and other collaborative projects, and
- in **developing** strategies for **alternatives** to gang involvement.

Rationale

These skills are necessary for school resource officers to operate effectively within the school climate. In addition, they are more likely to be viewed as a respected authority rather than an enforcer. Law enforcement personnel are also a key link to providing a safe school environment and should be a part of the planning process.

Law Enforcement Recommendation #2

Law enforcement agencies should develop programs that encourage officers to participate in prevention and/or early intervention activities on the school campus.[1]

Rationale

It is important for law enforcement personnel to establish positive relationships with the school community. This is consistent with the philosophy of community-oriented policing, which views the police officer as an integral part of the community. Law enforcement's participation in such programs allows students an opportunity to see police officers in a positive light.

References and Other Supportive Documentation

(For Law Enforcement Recommendation #2)

1. California Department of Justice, Community Relations. (November 1992). COPPS: Community Oriented Policing and Problem Solving, Sacramento, CA.

RECOMMENDATIONS FOR PROBATION/PAROLE DEPARTMENT

Probation/Parole Department Recommendation #1

Probation/parole departments should become knowledgeable of and implement laws related to notification of school districts of students under their supervision, especially those students who have been found guilty of violent acts. Schools should become knowledgeable of and implement laws related to reciprocal notification to probation departments of youth who are truant or otherwise violate conditions of probation.

Rationale

California state laws require a reciprocal notification relationship between courts, probation and parole departments and school districts, regarding students who have committed delinquent acts. School administrators and probation officers working in a partnership can also provide a support system for students on probation.

Probation/Parole Department Recommendation #2

Probation and parole officers should be assigned to serve as members of local and county School Attendance Review Boards and other multi-agency committees that provide services to students and their families.

Rationale

Multi-agency cooperation and collaboration provides more effective services to students and their families.

Probation/Parole Department Recommendation #3

Probation and parole departments should be represented on all school safety planning committees.

Rationale

Probation and parole departments can assist in safe school planning because of their experience with troubled youth. Their suggestions about working with these students, in particular, could be a valuable perspective to have.

Probation/Parole Department Recommendation #4

Probation and parole officers working with youthful offenders should be trained to refer parents of incarcerated youth to parent education and other social and health services. Also, it is important that greater articulation take place between public schools, the county and probation-operated community-based schools and camps.

Rationale

Probation and parole officers who work directly with youthful offenders understand home tensions and the resulting behavior patterns. They are in an excellent position to educate parents about services available as well as to advise school administrators.

RECOMMENDATIONS FOR PROSECUTOR'S OFFICE

Prosecutor's Office Recommendation #1

District attorneys should assist school districts by prioritizing the prosecution of cases related to school violations including gun and drug-free zones, weapons on campus, school truancy and failure of parents to compel school attendance, gang offenses, and other school crimes.

Rationale

Prioritizing the prosecution of school violations will indicate the community's commitment for safe schools.

Prosecutor's Office Recommendation #2

District attorneys should develop truancy mediation programs that can assist schools in the enforcement of school attendance laws.

Rationale

Truancy intervention is crime prevention as many criminals began to be involved in law violations by being truant from school.

Prosecutor's Office Recommendation #3

District attorneys' staff should participate in local and county school attendance review boards as well as safe schools planning committees.

Rationale

District attorney involvement in local SARB's (school arbitration and review boards) will allow the district attorney to determine if alternatives to truancy have been exhausted prior to prosecution.

RECOMMENDATIONS FOR THE COMMUNITY

(business, civic, religious, labor, government, community-based organization and volunteers)

After School and Weekend Activities

Of all the needs that teenagers have, the easiest to underestimate from a public policy perspective are those for after-school, weekend, and summer activities that promote personal growth, social development, community involvement, and contact with adults. The connection between these needs and successful transition to adulthood is not as clear as it is for education or health care, for example. Yet, the importance of social and recreational activities is acknowledged in research and in the folk wisdom that traditionally has motivated parents to make sure their teenagers have constructive ways to fill their free time.[1]

"...There is an old African proverb that says, 'It takes a whole village to raise a child,'" said US Senator from Tennessee Al Gore. "Today, it takes a healthy family, a responsive community, and a supportive society to raise a child—every child, in every neighborhood; rich or poor; urban or rural. It takes all of these to prevent them from turning to violence as well."[2]

Partnerships are Critical

Community is the level at which real partnerships need to be negotiated. The community (should) own and drive the process. Trusting a community to help itself, and equipping it to do so is important. Build on their capacities, skills and assets, rather than focus primarily on their deficits, weaknesses and problems. Finding the strength in a community is a critical first step for community-based prevention programs.

Community Resource Availability

Perhaps the most obvious manifestation of caring and support at the community level is the availability of resources necessary for healthy human development: health care, child care, housing, education, job training, employment, and recreation. According to most researchers, the greatest protection we could give children is ensuring them and their families access to these basic necessities.[3, 4]

> Trusting a community to help itself, and equipping it to do so is important. Build on their capacities, skills and assets, rather than focus primarily on their deficits, weaknesses and problems.

The challenge, then, for communities as well as for families and schools, is to find ways "to harness that force, to turn on our youth, to capture their inherent need for an ideology and group," to meet their basic human needs of connecting to other people and to a larger meaning or purpose.[5]

Building Protection and Eradicating Risk

Communities must be both pro-active as well as re-active. They must focus as much on building protection as eradicating risks, on utilizing strengths and assets as treating problems, and cultivating healthy attributes as discouraging dangerous behaviors.[6]

References and Other Supportive Documentation

(For Community Introduction)

1. The Children's Defense Fund. (1990). Kids in School Should be Armed with Knowledge, Not Guns.

2. Gore, A., U.S. Senator from Tennessee and Democratic candidate for Vice President of the United States (October 1992). "It Takes A Whole Village To Raise A Child," Tennessee Teacher 60, (2), (pp.18-19).

3. Garmezy, N. (March/April 1991). "Resiliency and Vulnerability to Adverse Developmental Outcomes Associated with Poverty," American Behavioral Scientist, 344., (pp. 416-430).

4. Long, J. & George, V. (1989). "Escape From The Underclass." In T. Dugan & R. Coles (Eds.), The Child of Our Times, (pp. 200-213).

5. Levine, S. (October 1993). Drugs and Drug Abuse Education, (p. 6).

6. Richters, J. E. (1993). "Community Violence And Children's Development: Toward A Research Agenda For The 1990s," Psychiatry, (56), (pp. 3-6).

RECOMMENDATIONS FOR THE COMMUNITY

In this section of the report the Panel presents recommendations designed to encourage collaboration among school and community agencies and resources.

Community groups should create formal and informal **linkages with schools.** This partnership could be developed through:

- **release time** for employees and recognition of their ability to work with children
- adopt a school **projects**
- sponsor **activities**
- one-on-one **mentoring**
- **job shadowing**
- **career of the "day."**

Business Recommendations

- Business organizations should expand **mentor and internship** programs.
- Business organizations should **use** areas of **expertise** to expand career **awareness opportunities**.

Civic Organization Recommendations (Lions, Rotary, Kiwanis, etc.)

- Civic organizations should **make school violence issues a priority** by designating a series of meetings on the topic or by initiating activities related to the topic.
- Civic organizations should take advantage of opportunities to **raise money for causes** related to school violence prevention, intervention or resolution.

Religious Community Recommendations

- Religious leaders should **encourage** their **congregations to get involved** in their child's education and neighborhood school.
- Religious leaders should **establish support systems** for their congregation to insure school success (such as tutorials, homework centers and mentoring programs).
- Religious leaders should **provide opportunities and locations for after school activities,** such as sponsorships to cultural, social and recreational activities, attending plays, going to museums and participating in positive, family-type activities.

Labor Organization Recommendation

- Labor organizations that are school related (such as the California Organization of School Security, and California Food Service Organization) should **make safe schools a priority.**

Community-Based (and quasi-government) Organizations Recommendations

(Those providing services for youth: crisis hotlines, drug and alcohol counseling, park and recreation departments, etc.)

- Local parks and recreation departments should **work collaboratively with schools** to reduce school violence, (i.e., implement the California Association of Parks and Recreation recommendations on the subject).

- All county offices of education should **have literature** on such topics as "how to adopt a school" or "how to participate in school activities", and should **provide training** to those wishing to adopt a school, participate in school activities or otherwise get involved with addressing school violence.

Government Recommendations

- Federal, state and local units of government should establish policies that would allow government employees **paid administrative leave** to work as a volunteer at schools.
- **Federal and state governments** should establish a system of **tax credits** as **incentives for employers** whose employees provide **volunteer** services to schools.
- **Local government** agencies, especially those with center components or recreational departments should **form partnerships with schools** to develop formal after-school projects and other activities for youth.

Volunteers (in general)

- Schools should **have** active, well **coordinated programs to recruit, train, coordinate, utilize, and reward volunteers** who can assist in providing a safe and secure environment on campus.

Rationale

After school programs that provide a variety of academic and recreational challenges for youth can be a major factor in stemming youth violence. School facilities used by community groups diminishes vandalism and promotes the school as the community center. During a time of school budget shortfalls, effective volunteer programs can make the difference between a safe campus or one that is marginal. Successful volunteer programs will be those that include recognition and incentives for the volunteers and their employers.

RECOMMENDATIONS FOR HEALTH AND SOCIAL SERVICE PROVIDERS

Some Support Systems Simply Miss the Mark

In many cases, the current human service delivery system simply does not work. This system's shortcomings are well documented: reactive crisis management precludes prevention and early intervention; rigid, category-driven programs focus on treating symptoms rather than their underlying root causes; and lack of communication, coordination, and proximity among agencies serving children and families creates a bureaucratic obstacle course of protocols and prerequisites which virtually assures service gaps, duplication, and ineffective outcomes.[1]

> Perhaps the most obvious manifestation of caring and support at the community level is the availability of resources necessary for healthy human development.

Some Progress is Evident

In the many interagency efforts to link existing programs and integrate services, collaborators across agencies are overcoming structural and technical challenges through better inter-organizational communication and employee cross-training, joint planning and resource pooling, co-location of services and simplified eligibility and confidentiality requirements. [2]

The Community's Responsibility

Several experts remind us that the key players in collaborative efforts are the very children, families, and communities we hope to help. In their article on community-based collaborations, which includes many health and human service agencies, Chaskin and Richman (1992) note that, "if we see the planning, promoting, and provision of the full range of children's services and opportunities as the responsibility of the community...that responsibility can become a vehicle for enriching (or even creating) community."[3]

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>
> Chaskin and Richman (1992)

NOTE: Health and Social Service Providers include the school nurse. Accordingly, wherever possible, the school nurse should be an integral part of the team conducting the assessment, planning, implementation, and evaluation of school violence prevention initiatives.

Health and Social Service Provider Recommendation #1

The training of health and social service providers should include the knowledge and skills necessary to collaborate effectively with school personnel and the state's (ethnically) diverse school population.

Rationale

Children and adolescents spend a large part of each day in a school environment. The child's experience in school has a major impact on his or her life. Health and social service providers recognize the school's power in affecting children and adolescents. By working collaboratively with school staffs, a cohesive and coordinated service delivery system can benefit students and their families.

Health and Social Service Provider Recommendation #2

Health and social service providers should be knowledgeable about the school culture and climate.

Rationale

In order to more effectively meet the needs of children and their families, mental health and social service providers should have a thorough understanding of the school system and culture that can greatly affect a child's sense of competence and belonging.

Health and Social Service Provider Recommendation #3

Health and social service providers should receive training in consultation skills to work directly with teachers and other school personnel.

Rationale

Coordinated efforts to meet the needs of children and their families include direct communication with teachers and other school staff in a mutual and professional relationship, such as in consultation and collaboration. Such collaborations recognize that all adults within a child's environment have an active, critical role to play.

Health and Social Service Provider Recommendation #4

Health and social service providers who have specialized knowledge and training in an area related to school violence should offer preservice and inservice training to teachers and other school personnel, not only in the aftermath of a crisis, but also as a preventive intervention.

Rationale

Due to the specialized training of health and social service personnel they are in a position to educate school personnel about prevention, intervention and counseling after a crisis.

Health and Social Service Provider Recommendation #5

Crisis response teams from city and county health and social service agencies should coordinate their planning efforts with the crisis response teams from the local school districts.

Rationale

Health and social service crisis response teams should be knowledgeable about the local schools' safety and crisis response plans. In the event of a natural disaster or traumatic event, mental health and social service providers should be prepared to assist the school personnel in implementing the crisis response plan.

RECOMMENDATIONS TO THE LEGISLATURE

Originators of the School Violence Charge

Public safety is a lightning-rod issue that demands the attention of state legislative leaders. One of the primary missions of government is to ensure public safety, an objective that takes on even more importance when it involves children's safety in schools. Through its leadership and allocation of public resources, the Legislature plays a major role in facilitating the implementation of school violence reduction efforts. This is illustrated by the fact that the work of the Commission's School Violence Advisory Panel was initiated by action of the California Legislature. Legislative concerns about school safety and violence are shown dramatically by the introduction of 34 bills pertaining to campus safety during the 1994 legislative session.

Coordinated Legislative Effort Needed

There is no shortage of legislative initiatives to address school violence. The Panel noted, however, that many of these proposals did not pass, particularly those having fiscal impact. Disproportionately, the bills that pass through the Legislature to the Governor are ones that have no direct fiscal impact such as increasing punishment for crimes on school campuses or expanding the conditions under which pupils can be expelled from school. What is needed at this time is a coordinated legislative effort that is part of a plan to provide the resources that schools and communities need to reduce school violence. Initiatives that involve consequences for participating in school violence and crime need to be balanced with educational efforts to eliminate the personal, social, and institutional conditions that foster violence.

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Statewide Master Plan

In this section of the report, the Panel offers suggestions about how the California Legislature can assist educators and the communities they serve to meaningfully address school violence. Legislative efforts should be part of a statewide school violence reduction master plan. Without such coordination, specific efforts will not be maximally effective.

What is needed at this time is a coordinated legislative effort that is part of a plan to provide the resources that schools and communities need to reduce school violence.

The Commission is prepared to sponsor legislative recommendation #1 below. Other legislative recommendations are suggestions for legislators to take into consideration as they seek potential solutions to the problem of school violence. The Commission believes these other 11 legislative recommendations are meritorious, but they should not take priority over other Commission-sponsored initiatives and programs.

Legislative Recommendation #1

Fund a five-year, on-going pilot project to implement the recommendations in this report. The first year of a pilot project would be devoted to the identification and development of key representatives from the 19 entities to which recommendations are addressed in this

second and third years would focus on the development of mechanisms to:

1. quantify and qualify existing successful programs being implemented by each of these 19 entities
2. support their efforts and assist in their improvement and expansion, where appropriate
3. explore areas of duplication and/or need, and
4. communicate the results of these efforts to appropriate sources for the purpose of possible continuation.

The fourth year would focus on assessment refinement and evaluation, while the fifth and final year would concentrate on resource identification for the continuation of effective local and regional projects. The Commission would complete a thorough assessment and evaluation of successful programs, which would include the identification of what makes them work and what transferability they might have. Special emphasis would be given to early intervention strategies. As can be seen from the large number of recommendations in this report that are outside the authority of the Commission, a comprehensive strategy is needed that would bring all affected parties together to collaborate on this important issue.

> The Commission is prepared to sponsor Legislative recommendation #1: Fund a five-year, on-going pilot project to implement the recommendations in this report.

Rationale

The Commission's advisory panel thoroughly studied this issue before making recommendations. The implementation and evaluation of these recommendations, on a pilot project basis, will make it possible to determine to what extent these recommendations are viable solutions for achieving safe schools. This seems to be the next logical step, since the enabling legislation directed the Commission to undertake a series of leadership activities in addressing this multifaceted problem. The need for such a pilot project also becomes evident when one begins to investigate the vast number of different national, state and local laws, statues, programs and other initiatives directed at addressing related issues. The Commission's pilot project would make significant difference in California. More broadly, no other state has developed or implemented a statewide, comprehensive effort to better prepare educators to address school violence. And no state has sponsored a pilot project like that recommended here.

Legislative Recommendation #2

Develop pilot interagency collaboration resource learning centers on school sites for the purpose of developing model collaboration practices between and among individuals and groups of individuals. These learning centers would serve as training grounds for various approaches of collaboration, theories behind collaboration, and demonstrations of models that work.

Rationale

Lately there has been a lot of mention of collaboration. Why not set up a center for students and staff to learn all there is to know about collaboration, while at the same time, seeing it in operation at their own school? Students and staff would learn such things as, What is collaboration? How does it work? What makes it work? What keeps it from working? Why does it work in one play and not in another? One way to get schools and communities to work together is to initiate, as a part of the regular school structure, an interagency advisory committee composed of community residents, parents, students, educators and representatives from law enforcement, business, media, government and religious organizations. The purpose of the committee would be to share in the responsibility and accountability for planning, implementing, coordinating and evaluating appropriate school safety efforts.

Legislative Recommendation #3

Make resources available to schools and local community centers for extracurricular activities and programming for young people to provide alternatives to street/gang involvement.

Rationale

Well supervised after school programs that meet a variety of youth interests can be instrumental in reducing youth violence. Young people who do not have constructive activities within which to get involved, very often find other, nonproductive and sometimes illegal activities with which to get involved.

Legislative Recommendation #4

Pursue legislation that allocates funds to support truancy mediation programs located within the District Attorney's Office.

Rationale

School related crime, especially truancy, is often minimized in priority by district attorney's prosecutors who are already overburdened with more severe criminal cases. Many district attorneys are willing to conduct truancy mediation, but lack the resources to do it. A few successful model programs exist in California which show not only the crime prevention side of the program's benefit to a community, but also the economic benefits of such a program.

Legislative Recommendation #5

Fund pilot programs on positive parenting. These programs could explore the various components of parenting from prenatal care to post teen support. The programs could also identify a number of successful strategies and initiatives underway to improve the relationships between parents and children.

Rationale

A concerted effort to assist parents with child rearing is found in most successful violence prevention programs. Child development, appropriate discipline techniques, and child safety are areas of immediate concern. The literature is replete with studies indicating the critical role parents play in the lives of their children, especially as it relates to school violence.

Legislative Recommendation #6

Examine the manner in which state and local government services are delivered to students and families requiring support from more than one agency. Research has shown where various types of integrated services to families and students can be more effective and efficient than other types of service delivery.

Rationale

An examination of service delivery is necessary to avoid overlap in services so that funds can be shifted to underfunded services. There is also a need to determine whether services are easily accessible to those in need, i.e., obtainable within several miles. Furthermore, there is a need to determine whether recipients are under or over served.

Legislative Recommendation #7

Fund a study and/or require the examination of the effects of television, videos, film, video games, and music on the learning outcomes and behavior of youth.[1, 2, 3]

Rationale

The media and entertainment industries have a clear responsibility to examine the use of violence, inappropriate behaviors and to promote non-violent values and behavior. Increased recognition by these industries, the community and parents, of the social impact of mass media violence on the young, is imperative to counter the current pervasive media view that violence is acceptable and a normal part of life. [1, 2, 3]

Legislative Recommendation #8

All categorical funding of educational programs should require a school or district to identify the way funding is going to include school safety and school climate strategies. This includes Chapter One funding, which can address conflict resolution and mediation skills as part of its compensatory educational thrust.

Rationale

School safety is of such public concern that educators must now develop specific plans in every program to ensure campus and student safety, i.e., sufficient security personnel, adequate lighting, student safety skills, etc.

Legislative Recommendation #9

All Healthy Start, integrated services models, enterprise schools, Learn Schools, and other educational reform initiatives should address and field test models for addressing school safety, school and community violence, school climate and conflict of all forms as part of their plans.

Rationale

Innovative reform initiatives are the logical place to develop new approaches to campus safety. Solutions that ensure campus safety while permitting the educational process to go forward are required if public education is to survive.

Legislative Recommendation #10

All social service provider organizations, certification bodies and state licensure agencies should require training that addresses policies, approaches and strategies that foster collaboration with school personnel in improving school climate, school safety, and parental involvement. For example, licensed psychologists should be trained to collaborate with teachers specifically in addressing prevention of violence, conflict resolution, trauma response, etc.

Rationale

Supporters of integrated services delivery systems believe that psychology, social work, medicine, criminology and nursing are examples of disciplines that directly and indirectly relate to the school's ability to respond to social needs.

Legislative Recommendation #11

Enact a uniform school crime/discipline incident report procedure that is empirically validated and checked for reliability across districts. Such a system should be part of a broader effort to conduct regular assessment of the incidence of school violence and the presence of positive school climate conditions. Such as system should also be designed so as to not stigmatize or penalize schools for reporting such incidents.[4]

Rationale

There is a need to know how frequently violence victimization may be occurring, but this needs to be balanced with information about positive efforts to support students. If school violence data collection focuses only on negative events, it will have little positive impact on schools. This may mean conducting biannual school climate and safety surveys of students and staff, much as has been done for drug and alcohol abuse during the past eight years. The existing system needs to be evaluated along with the creation of a mechanism to assess disciplinary incidents.

Legislative Recommendations #12

All public schools in California should be required to develop school safety plans that are well integrated with general school improvement efforts.

Rationale

One of the most repeated recommendations made by both focus group participants and survey respondents was that school safety plans be mandatory. It is believed that schools should have given considerable thought about how violence can be prevented and appropriate measures to be taken when violence occurs on campus. It is also believed that all persons affected by such plans should be involved in developing them, including students, parents, school personnel and members of the surrounding community.

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